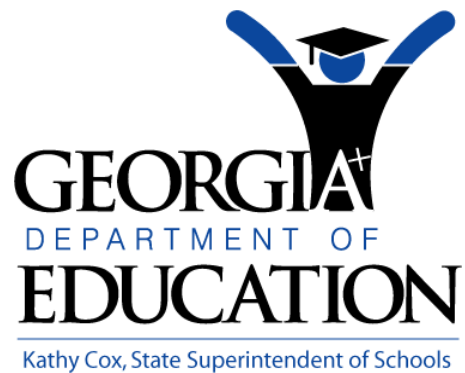


# Georgia Department of Education



## **GEORGIA PERFORMANCE STANDARDS for PHYSICAL EDUCATION**

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## **I. Acknowledgements**

### **Physical Education Advisory Committee**

<b><u>Name</u></b>	<b><u>Representing</u></b>
Emily Adams (Cobb County)	Grades K-2
Jim Annesi	Metro Atlanta YMCA
Marlon Baker (Dougherty County)	Grades 6-8
Shagayla Bullard (Mitchell County)	Grades K-2
Bill Burns	American Heart Association
Jimmy Calloway	Georgia Coalition for Physical Activity and Nutrition
Sandy Denham	GA Department of Education - School Nutrition
Erin Fitzgerald	Department of Human Resources Division of Public Health
Linda Galloway (DeKalb County)	Grades 6-8
Cerie Godfrey (Troup County)	Grades 3-5
Jacque Harbison	GA Association for Health, PE, Recreation, and Dance
Michele Hartzell (Chatham County)	Health/PE Coordinator
Dr. Lauri Jossey	North Georgia College & State University
Christi Kay	HealthMpowers
Dr. Jackie Lund	Georgia State University
Rodney Lyn	Policy Leadership for Active Youth
Denise Magee (Cobb County)	Principal – Campbell Middle School
Cecil Marett (Hart County)	Grades 3-5
Marcelle Martin	GA Department of Education - Virtual School
Dave Martinez (Cherokee County)	Adapted Physical Education
Dr. Starla McCollum	Georgia Southern University
Therese McGuire (Fulton County)	Health/PE Coordinator
Dr. Beverly Mitchell	Kennesaw State University
Debra Morell (Chatham County)	Grades 9-12
Stephanye Peek (Cobb County)	Grades K-2
David Ray (Rockdale County)	Loraine Elementary School Principal
Dr. Deborah Shapiro	Georgia State University - Adapted Physical Education
Pat Steuck (Jackson County)	Principal – East Jackson High School
Mike Tenoshok (Cobb County)	Grades 6-8
Kim Thompson (Douglas County)	Grades 9-12
Jeff Townsend (Cobb County)	Grades 9-12
Chuck Truett (Gwinnett County)	Health/PE Coordinator
Shannon Williams (DeKalb County)	Health/PE Coordinator

## Physical Education Writing Team

<b><u>Name</u></b>	<b><u>Representing</u></b>
Mary Angela Bryant (Fulton County)	K-2
Norma Paton-Gibson (DeKalb County)	9-12
Dana Griffith (Gwinnett County)	6-8
Stella Irving (Henry County)	K-2
Laurie Lincoln (Cobb County)	K-2
Dr. Jackie Lund (Georgia State University)	Consultant
Cindy Marcus (Rockdale County)	6-8
Cecil Marett (Hart County)	3-5
Gary McCoy (Fulton County)	9-12
Deb Morell (Chatham County)	6-8
Jennifer Jones Powell (DeKalb County)	3-5
Dave Senecal (Paulding County)	K-2
Kim Thompson (Douglas County)	9-12
Jeff Townsend (Cobb County)	9-12
David Worrall (Cobb County)	3-5
Joan Wyman (Atlanta Public Schools)	3-5

## **II. Introduction**

Physical Education is an integral part of the total education of every child from kindergarten through grade 12. Therefore, every student should have the opportunity to participate in a quality physical education program. It is the role of quality physical education programs to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity so that they can adopt healthy and physically active lifestyles. Quality programs are also important because they provide learning experiences that meet a student's developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning.

According to the National Association for Sport and Physical Education (NASPE) (1) guidelines, a high-quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction.

Quality physical education programs should provide the student with the following benefits:

- Skill development – Develops motor skills that allow for safe, successful, and satisfying participation in physical activities.
- Regular, healthful physical activity – Provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits.
- Improved physical fitness – Improves the health-related components of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).
- Support of other subject areas – Reinforces knowledge learned in/across the curriculum and serves as a laboratory for application of content in science, math, and social studies, communication skills, and literacy.
- Self-discipline – Facilitates development of responsibility for personal health, safety, and fitness.
- Improved judgment – Influences moral development and students assume leadership roles, cooperate with others, and accept responsibility for their own behavior.
- Stress reduction – Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

- Strengthened peer relations – Physical education is a major force in helping children and youth socialize with others successfully and provides opportunities to learn positive social skills.
- Improved self-confidence and self-esteem – Instills a stronger sense of self-worth based on their mastery of skills and concepts of physical activity. Children become more confident, assertive, independent, and self-controlled.
- Goal setting – Gives children and youth the opportunity to set and strive for personal, achievable goals.

Once established, it is difficult to change sedentary habits. Experts agree that childhood is the time to begin development of active lifestyles, and adolescence is an important time to prevent the decline in physical activity levels. Therefore, it is extremely important to equip young people with the fitness levels, knowledge, motor skills, and personal/social skills they need to be active both now and in the future.

### **What are Standards?**

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction as well as how they will respond to their environment. Standards serve as a guide for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals for expanding and improving education.

### **The Benefits of Standards:**

NASPE has offered a description of the benefits that are derived from having standards for physical education. NASPE states in its standards document, Moving Into the Future (2004) (1).

“A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an “academically soft” area of study. The standards essentially say that physical education has academic standing. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education”.

### **How are Standards to be Used?**

The purpose of developing these standards at the state level is to better serve schools and the local community in the process of curriculum development. Curriculum development is a local issue and may differ from school to school while the standards remain the same for all schools in the state.

## **The Georgia Performance Standards:**

The Georgia Performance Standards for Physical Education are based on the National Physical Education Standards developed by the National Association for Sport and Physical Education (NASPE). The Standards reflect what a physically educated student should know and be able to do at each grade level (K-12). Six standards with accompanying elements are provided for each grade level. The elements are provided to further define the knowledge, skills, and behaviors that are expected of students at the end of various grade levels. Examples are provided for each element and can serve as guidelines for assessing student performance. Rather than defining curriculum, these standards provide guidance for teachers and are useful in designing appropriate physical education curricula. 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 and healthy lifestyle.

The purpose of this document is to establish content standards for the physical education school program that clearly identifies consensus statements related to what a student should know, be able to, and how the student should act as a result of a quality physical education program. In addition, the standards demonstrate that physical education has meaningful, significant content and measurable outcomes.

A general description of the Standards includes the following:

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

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in an increasingly complex movement environment through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and physical activities.

### **Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

The intent of this standard is facilitation of learners' abilities to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from

disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces (e.g. hitting a baseball, lifting a heavy object), knowing the effects of anxiety on performance (e.g. impact of relaxation techniques), and understanding the principle of specificity of training (e.g. you don't have a person swimming if you want them to become a golfer). Knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore, more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine and improve existing ones.

**Standard 3: Participates regularly in physical activity.**

The intent of this standard is establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. Although participation within the physical education class is important, what the student does outside the class is critical to developing an active, healthy lifestyle that has potential to help prevent a variety of health related problems among adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity, yet they also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increases outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health.



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

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for improving students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, the ways in which each component is developed and maintained, and the importance of each component in overall fitness. Secondary students are able to design and implement an appropriate personal fitness program that enables them to achieve health-related levels of fitness.

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

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize

the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time.

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

The intent of this standard is development of an awareness of the intrinsic values and benefits of how participation in physical activity provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image; thereby, enticing people to continue participation in physical activity throughout their lifespan. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge, as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students begin to actively pursue life-long physical activities that meet their own needs.

**Assessment:**

The standards are considered to be consensus statements about what a student should know and be able to do, and how they will act. They not only provide a basis for developing physical education programs at the national, state, and local levels, but also provide a basis for student assessment. Assessment is the process of gathering evidence about a student's level of achievement in a specified subject area and of making inferences based on that evidence for a variety of purposes. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning and assigning a grade. Whereas a broad range of assessment techniques could well be used to determine whether a given standard is being met, assessment should (1) reflect the subject content that is most important for students to learn, (2) enhance learning through a connection with instruction, (3) provide reliable evidence of student performance, and (4) yield valid inferences about student learning. The instruction and assessment process should be dynamic and continuous, yielding information about student progress toward the achievement of the content standards in physical education.

**Application of Physical Education Performance Standards for Students with Disabilities:**

The necessity of assuring that physical education services are provided to students with disabilities is in the implementing regulations of the Individuals with Disabilities Education Act

(IDEA). The IDEA requires that each child with a disability be afforded the opportunity to participate in the regular physical education program available to nondisabled children with specifically designed instruction (adapting, as appropriate, to the needs of the child, the content, methodology, or delivery of instruction) to address the unique needs of the child. Removal of children with disabilities from the general physical education environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. At this point, special physical education services and programming may be used as an appropriate alternative. Some of the elements supporting the Standards may not be developmentally or functionally appropriate for every child with a disability unless accommodations or modifications are implemented. Physical educators must be committed and prepared to make appropriate adjustments in the curriculum to meet the unique needs of the learner. Making appropriate modifications to the curriculum to meet individual needs allows for meaningful and relevant experiences provided in a safe and secure environment.

1. National Association for Sport and Physical Education (2004). *Moving into the Future: National Standards for Physical Education* (2<sup>nd</sup> ed.). Reston, VA: Author.

### **Coding System for Standards:**

See below for an explanation and example of the coding system utilized to identify each grade level standard.

Example 1: PEK.1  
PE Physical Education  
K Kindergarten  
1 Standard 1

Example 2: PE3.2  
PE Physical Education  
3 Grade 3  
2 Standard 2

Example 3: PEHS.6  
PE Physical Education  
HS High School  
6 Standard 6

### III. Scope and Sequence

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

Kindergarten	Locomotor movement patterns (e.g. hop, jump, leap) and demonstrates mature patterns when walking and running. A variety of movement skills to use nonlocomotor skills (e.g. bend, twist, turn) while moving and stationary. Weight transfer and balance activities are important in learning to move in relation to others while moving through personal and general space.
First Grade	Low level of challenge when performing locomotor skills (e.g. dance, game, or combination with non-locomotor skills) demonstrating mature form in the hop, jump, and leap. When moving through personal and general space, demonstrates the ability to move in a variety of pathways, in different directions, and at different levels. Several nonlocomotor skills are done in a sequence or in conjunction with locomotor or manipulative skills. Demonstrates ability to direct manipulative objects toward an intended target.
Second Grade	Mature form in skipping, sliding and galloping when moving through personal and general space. Ability to change directions on teacher command or adapt movement in relation to a partner is expected. Combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. Ability to demonstrate momentary body control during balance and weight transfer is evident. Demonstrates mastery of underhand throwing patterns when performing manipulative skills. Ability to catch an object at a medium level of trajectory is demonstrated in a closed environment (not during game play). Underhand striking skills are being performed but are not at a mature level.
Third Grade	Mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games, body control (e.g. gymnastics, inline skating and rhythmic activities (e.g. structured dance, jump rope, creative dance). Ability to perform variations of different locomotor skills (e.g. jumping for height and distance; skipping at different speeds). By the end of third grade, students will be able to demonstrate all striking and throwing patterns. Students can catch a moving object from a high trajectory in nongame play environments and are able to catch objects at a medium level trajectory during game play.
Fourth Grade	Ability to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g. moving to a ball, trapping, dribbling, and then passing it; forward roll, scale (balance), travel and then do a cartwheel). Overhead throwing and striking patterns are mastered and ability to catch or handle objects from and trajectory (low, medium, or high) in simple situations. Ability to move in tempo to slow and fast rhythms.
Fifth Grade	Move through space using any movement pattern in combination with any non-motor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports are refined & used in game play. Ability to hit targets when performing manipulative skills. Ability to combine movement in meaningful ways, creating movement sequences that are smooth and fluid & done to several different rhythmic patterns.
Sixth Grade	Motor skills are combined and used in specific game and performance situations. Refine and vary skills learned in elementary years using them to participate in small-sided games, dance, or individual activities.
Seventh Grade	Complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies.
Eighth Grade	Demonstrate the ability to use mature forms for the basic skills and tactics in six of eight categories.
High school	Grades 9-12 will demonstrate the ability to participate in a variety of invasion, net wall, or field game; target, dance/rhythm, or outdoor activity; fitness or individual activity.

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

<b>Kindergarten</b>	Students develop movement vocabulary and use terms appropriately. Students use movement and manipulative skill concepts when applicable.
<b>First Grade</b>	Students continue to use movement and manipulative skill concepts while expanding and applying skills to their base knowledge.
<b>Second Grade</b>	Students apply multiple movement concepts while using manipulatives.
<b>Third Grade</b>	Students use performance feedback to increase their cognitive understanding of a skill as well as improve performance.
<b>Fourth Grade</b>	Students begin to apply basic concepts of movement to improve their individual performance. They can identify elements of form or motor development principles to improve performance of others.
<b>Fifth Grade</b>	Students will perform complex motor skills and be able to transfer concepts learned in other skills/games for performance of the new skill/game. They self-analyze their own skills as well as their classmates and discuss methods for improving performance.
<b>Sixth Grade</b>	Students can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and movement skills are more automatic. They begin to form basic concepts of strategies in game play and perform basic rhythmic patterns.
<b>Seventh Grade</b>	Students apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and reactions of projectiles in relationship to basic concepts. They now can apply basic strategies in game play. They use information from a variety of sources, both internal and external to guide, improve, and modify performance.
<b>Eighth Grade</b>	Students exhibit an increasingly complex discipline-specific knowledge of biomechanics and movement skills. They understand and apply movement concepts and principles, game strategies, critical elements of activity specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within the <i>game</i> .
<b>High school</b>	Students entering the 9 <sup>th</sup> Grade possess the level of skill needed to perform selected sports and activities. Students will increase their skill level in motor skills by utilizing learned principles and concepts connected with movement and examination of skills. Students will perform in skilled movement patterns and use psychomotor skills associated with physical activities. Students will explain tactical decisions and their appropriate use in various sports/activities.

Standard 3: Participates regularly in physical activity.

Kindergarten	Students participate in physical activity largely because of the pleasure they experience. They engage primarily in non-structured physical activities on an intermittent basis in and out of physical education class.
First Grade	Students continue to participate in physical activity due to the pleasure they experience. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure time physical activity and while learning new activities outside physical education class.
Second Grade	During their leisure time, students purposely select and participate in activities that are moderate to vigorous in nature. They recognize that participation in enjoyable physical activities has both temporary and lasting effects on their body.
Third Grade	Student will be able to demonstrate the importance of regular physical activity for enjoyment and health.
Fourth Grade	Students are actively involved in activities that provide opportunities to interact with others in an active environment.
Fifth Grade	Students will be able to use information from a variety of sources to regulate their activity behavior.
Sixth Grade	Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership with the goal of voluntary participation outside of class. Physical activity choices are based on personal interests and capabilities to maintain an active lifestyle.
Seventh Grade	Students have an increased awareness of opportunities for activity leading to an increased enjoyment in voluntary participation. Understanding the connection between physical activity and wellness is likewise enhanced and motivates students to identify resources in the community that facilitate attainment of individual lifestyle goals and personal choice behavior.
Eighth Grade	Students begin to take ownership in the importance of maintaining a healthy lifestyle. They make independent decisions about their physical activities that enhance their lifelong health. They meet healthy guidelines by participating regularly in moderate to vigorous physical activities both in school and outside of school settings.
High school	The goal of this standard is to connect the skills and activities that are learned in physical education class to the lives of students outside the classroom. Participation outside of class is critical to developing active and healthy lifestyles and behaviors. Emphasis is placed on developing self-management skills and voluntary participation in areas of interest that are meaningful to the student. Students make a personal commitment to participate in moderate to vigorous physical activity in order to maintain personal fitness goals. Students are knowledgeable of appropriate training principles and understand how to apply these to enhance their participation and desired level of fitness. Achievement of this standard will encourage participation necessary to support and sustain good health.

**Standard 4: Achieves and maintains a health enhancing level of physical fitness.**

Kindergarten	Students will engage in physical activity for short periods of time for the pleasure experienced from simply moving. They can identify basic physiological signs associated with participation in physical activity.
First Grade	Students engage in physical activities for short periods of time. They can identify basic physiological signs associated with participation in moderate to vigorous physical activity.
Second Grade	Students participate in physical activity intermittently. They possess basic knowledge of components of health related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility).
Third Grade	Students begin to participate in physical activity specifically related to each component of physical fitness and are able to identify which components are impacted by the various activities (cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility).
Fourth Grade	Students participate in moderate to vigorous activities in a variety of settings. They learn how to adjust their activity based on physiological indicators. Students should begin to participate in criterion-referenced fitness assessments and are able to identify the health related component that each assesses (cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility).
Fifth Grade	Under the direction of the teacher, students will identify personal strengths and weaknesses as determined by the results of the fitness assessments. Using this information, students will be able to choose activities that will contribute in their fitness levels.
Sixth Grade	Students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time than during the elementary years. Students are able to apply the components of fitness and explain how these relate to their overall fitness status. With teacher assistance, students should be able to assess their personal fitness status and use information from fitness assessments to determine current levels of fitness and increase current levels of fitness. They participate in physical activities addressing each component of health related fitness with the focus at this level on flexibility. Students will use this information to develop a plan to improve or maintain flexibility.
Seventh Grade	Students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time. In addition, they can assess their own heart rate, breathing rate, perceived exertion, and recovery rate during and following physical activity. They participate in physical activities addressing each component of health related fitness while focusing on cardiorespiratory endurance. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. They will use this information to develop a plan to improve or maintain cardio-respiratory fitness.
Eighth Grade	Students participate in moderate to vigorous physical activity on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility and cardio-respiratory endurance. They can self-assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g. threshold, overload, specificity) and how these can be utilized in improving personal fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals. They will use this information to develop a plan to improve or maintain muscular strength and endurance.
High school	Students will assume greater individual responsibility in their personal behaviors. Students will understand and develop higher levels of basic fitness and physical competence needed in a variety of activities for school and non-school settings, including home, workplace, and community. In order to maintain a healthy lifestyle an individual needs to be able to assess, evaluate, implement, and adjust a personal fitness plan that includes proper nutrition and a disease awareness that reflects every changing individual needs throughout life.

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

Kindergarten	Students recognize and follow rules, directions, and safety procedures while participating in physical activity and work cooperatively and respectfully with others, regardless of personal differences.
First Grade	Students continue to recognize rules, directions, and safety procedures. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.
Second Grade	Students can work cooperatively, productively, and safely with partners or in small groups to complete tasks. Students begin to take responsibility for their actions.
Third Grade	Students continue to demonstrate an understanding of rules, directions, and safety procedures and work cooperatively and respectfully with others, regardless of personal differences. Students take responsibility for their actions and to begin to show understanding of how their actions can affect the success of the group.
Fourth Grade	Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that may arise. Periods of independent, self-guided activities are progressively increasing in duration.
Fifth Grade	Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies.
Sixth Grade	Students will identify the purposes for and participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. They work cooperatively to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.
Seventh Grade	Students recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities.
Eighth Grade	Students make appropriate decisions to resolve conflicts among peers and to follow pertinent practices, rules and procedures necessary for successful performance. They reflect on the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.
High school	Students exhibit responsible personal and social behavior that respects self and others in physical activity settings, while understanding the role of sport and physical activity in a diverse society. Students are able to discern potentially hazardous situations.



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

Kindergarten	Students exhibit both verbal and non-verbal indicators of enjoyment, challenge, self-expression, and/or social interaction.
First Grade	Students will identify personal enjoyment in physical activity and can describe their favorite activities. Students find pleasure in the experience of meeting challenges and learning new skills.
Second Grade	Students will illustrate and experience personal enjoyment in physical activity. They find pleasure in becoming competent at new and challenging skills.
Third Grade	Students will be able to recognize physical activity as a positive opportunity for group and social interactions.
Fourth Grade	Students will be able to display the enjoyment of activity as it is related to skill mastery. Further, they will demonstrate the ability to participate in a variety of activities.
Fifth Grade	Students will identify those activities they enjoy, as well as participate with classmates that have similar and different physical activity interests.
Sixth Grade	Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership. They have the opportunities for continued personal growth in physical skill in their applied setting. Students recognize that all people do not enjoy the same activities.
Seventh Grade	Students recognize and appreciate the intrinsic values of developing higher physical skills as a means of promoting self-esteem and self-expression as well as physical health. Insecurities begin to vanish as self confidence is gained through participation in new challenging activities.
Eighth Grade	Students realize their personal interests and are encouraged to participate accordingly to maximize the benefits of physical activities. They participate in physical activities for challenge, social interaction, and group membership, as well as for opportunities for continued personal growth in physical skills.
High school	Students enjoy using movement as an expression of their personality. They strive to improve and refine their skills through practice and participation in their selected activities. They experience feelings of satisfaction when they improve their level of performance and meet personal goals. As a result, students will begin to actively pursue lifelong physical activities that meet their own goals.

#### IV. Georgia Performance Standards for Physical Education

##### KINDERGARTEN

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

**Description:** Students will experience all locomotor movement patterns (e.g., hop, jump, and gallop) and demonstrate mature patterns when walking and running. A variety of movement experiences allows students to use non-locomotor skills (e.g., bend, twist, and turn) while moving and stationary. Weight transfer and balance activities are important as students learn to move in relation to others while moving through personal and general space.

##### **Elements:**

**a. Demonstrates basic movement in general and personal space.**

Examples:

- Travels in general space without bumping into another student.
- Uses a variety of movements within personal space (balance, body control, and jumping).

**b. Demonstrates basic locomotor skills.**

Examples:

- Performs walk, run, hop, jump, and gallop.
- Uses walk, run, hop, jump, leap, and gallop in a tag game/activity.

**c. Demonstrates basic non-locomotor skills.**

Examples:

- Bends, straightens, twists, stretches, and turns during warm-up activities.
- Twists, turns, and bends to external rhythmic accompaniment.

**d. Demonstrates basic manipulative skills.**

Examples:

- Tosses a ball.
- Catches a bean bag.

## **KINDERGARTEN**

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

**Description:** Students develop movement vocabulary and use terms appropriately. Students use movement and manipulative skill concepts when applicable.

### **Elements:**

**a. Identifies general and personal space.**

Examples:

- Students know when another student is beside, behind or in front.
- Students move throughout open space while staying within boundaries.

**b. Identifies basic locomotor skills.**

Examples:

- Students name three locomotor skills.
- On cue, students change to appropriate locomotor skills.

**c. Identifies basic non-locomotor skills.**

Examples:

- Students bend, straighten, stretch, and turn when prompted.
- The students name the non-locomotor skill performed by the teacher or another student.

**d. Students identify components of tossing and catching.**

Examples:

- Students name a level and appropriately release the ball to travel at the level.
- Students explain why they need to look at the ball in order to catch it.

**e. Students apply basic movement concepts of space.**

Examples:

- a. Students will move in various pathways on verbal command.
- b. Students change levels from low, medium, to high.

## **KINDERGARTEN**

**PEK.3:** Participates regularly in physical activity.

**Description:** Students will participate in physical activity largely because of the pleasure they experience. They engage primarily in structured physical activities in school and structured or non-structured activities outside of school.

### **Elements:**

- a. Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education.**

Examples:

- Plays at local area parks.
- Plays hop scotch or jumps rope with friends.

- b. Perform basic locomotor skills away from school.**

Examples:

- Engages in simple invasion games at home or recreation centers.
- Begins playing recreational sports.

## **KINDERGARTEN**

**PEK.4:** Achieves and maintains a health enhancing level of physical fitness.

**Description:** Students will enjoy physical activity for short periods of time. They can identify basic physiological signs associated with participation in physical activity.

### **Elements:**

**a. Participates in fitness and conditioning activities.**

Examples:

- Moves continuously for at least one minute while playing tag or running games.
- Holds own body weight for 5 seconds while participating in partner push up or traversing along a rock wall with teacher assistance.

**b. Identifies physiological indicators that accompany moderate to vigorous physical activities.**

Examples:

- Identifies that their hearts are beating faster after running or moving vigorously.
- Identifies sweating as a product of moving vigorously.

## **KINDERGARTEN**

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

**Description:** Students recognize and follow rules, directions, and safety procedures. They work cooperatively and respectfully with others, regardless of personal differences.

### **Elements:**

**a. Follows classroom rules and shows self-control.**

Examples:

- Responds to teacher's signals and verbal cues.
- Listens to directions while sitting still and without touching equipment.

**b. Follows simple directions for basic games and activities.**

Examples:

- Participates in freeze tag.
- When given a team "number" or "color", student willingly goes to that number or color without help.

**c. Uses body, space, and equipment safely.**

Examples:

- Avoids contact with others during a movement activity.
- Follows teacher's directions to put equipment away.

**d. Works with a partner or small group regardless of personal differences.**

Examples:

- Shares space and equipment and takes turns with any student.
- Plays catch with a student with a disability.

## **KINDERGARTEN**

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

**Description:** Students exhibit both verbal and non-verbal indicators of enjoyment for physical activity. In kindergarten, students find pleasure in the simple act of moving and facing challenges.

### **Elements:**

**a. Participates in physical activities that provide personal enjoyment.**

Examples:

- Dances to a favorite song.
- Invites friends to join in activity.

**b. Expresses feelings associated with success from physical activities.**

Examples:

- Says, "I did it!" Claps when others are successful and congratulates peers.
- Gives a "thumbs up" when asked if they are having fun.

## **FIRST GRADE**

**PE1.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

**Description:** Students perform locomotor skills in combination with non-locomotor skills and demonstrate mature form in the hop, jump, and leap. When traveling through general and personal space, students demonstrate the ability to move in a variety of pathways, in different directions, and at different levels. Several non-locomotor skills are done in a sequence or in conjunction with locomotor or manipulative skills. Students are able to direct manipulative objects toward an intended target.

### **Elements:**

**a. Demonstrates basic movement patterns while changing directions and levels in general and personal space.**

Examples:

- Maintains balance while moving first backwards and then forwards after a cue from the teacher.
- Changes levels to maneuver through an obstacle course.

**b. Demonstrates the hop, jump, and leap while participating in physical activities.**

Examples:

- Uses a mature form of hopping, leaping, and jumping during rhythmic activities.
- Travels between stations by hopping, leaping, and jumping.

**c. Demonstrates non locomotor skills.**

Examples:

- Moves while curling, twisting, and swaying.
- Shows balance while performing a scale during an educational gymnastics activity.

**d. Demonstrates basic manipulative skills.**

Examples:

- Kicks a stationary ball.
- Strikes a balloon using various body parts.



## **FIRST GRADE**

**PE1.2:** Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students use movements and manipulative skill concepts while expanding and applying skills to their basic knowledge.

### **Elements:**

**a. Demonstrates knowledge of basic locomotor skills.**

Examples:

- Students skip through general space on cue.
- Students will change locomotor skills on verbal command.

**b. Demonstrates knowledge of basic non-locomotor skills.**

Examples:

- Students curl, twist, or bend when prompted.
- Students design a combination of non-locomotor skills.

**c. Demonstrates use of movement concepts while striking and kicking.**

Examples:

- Students use appropriate force to kick a stationary ball to the wall or to a partner.
- Students strike the balloon with different degrees of force to move the balloon to different levels.

## **FIRST GRADE**

**PE1.3:** Participates regularly in physical activity.

**Description:** Students express pleasure when participating in physical activity. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure time physical activity and while learning new activities outside physical education classes.

### **Elements:**

**a. Improves skills while participating in enjoyable activities.**

Examples:

- Improves tossing and catching skills when playing catch with a partner.
- Improves rhythmic skills with Lummi Sticks.

**b. Participates in physical activity most days of the week.**

Examples:

- Participates in school clubs or programs featuring physical activities.
- Rides bikes after school.

**c. Participates regularly in a variety of non-structured and minimally organized physical activities inside and outside of physical education class.**

Examples:

- Plays tag games at recess or hop scotch.
- Plays jump rope games.

## **FIRST GRADE**

**PE1.4:** Achieves and maintains a health enhancing level of physical fitness.

**Description:** Students will enjoy physical activity for short periods of time. They can identify basic physiological signs associated with participation in moderate to vigorous physical activity.

### **Elements:**

**a. Participates in fitness and conditioning related activities.**

Examples:

- Participates in moderate to vigorous activity continuously for at least 5 minutes.
- Traverses along a rock wall with little teacher assistance.

**b. Identifies physiological indicators that accompany moderate to vigorous physical activities.**

Examples:

- After playing crab soccer, students are able to identify breathing hard as an example of physical exertion.
- Recognizes that doing push-ups makes your arm muscles tired.
- Recognizes that stomach muscles get tired when doing sit-ups or crunches.
- Identifies that the heart beats faster after dancing or moving vigorously.

## **FIRST GRADE**

**PE1.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students recognize rules, directions, and safety procedures while participating in physical activity. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.

### **Elements:**

**a. Demonstrates self-control and follows rules and procedures with very little teacher direction.**

Examples:

- Lines up at the end of class in the appropriate spot.
- Keeps hands and body under control.

**b. Uses body, space, and equipment safely.**

Examples:

- Moves safely in a large group while changing directions and pathways.
- Swings pillo-polo stick while remaining in a safe space.

**c. Cooperates with others.**

Examples:

- Uses kindness and encouragement to help others.
- Takes turns throwing at a target.

**d. Uses appropriate means to resolve simple conflicts on their own.**

Examples:

- Allows a partner to have a “redo”.
- Apologizes for stepping on someone’s hand.

## **FIRST GRADE**

**PE1.6:** Values physical activity for health, enjoyment, challenge, self- expression, and/or social interaction.

**Description:** Students will identify personal enjoyment in physical activity and can describe their favorite activities. Students find pleasure in the experience of meeting challenges and learning new skills.

### **Elements:**

**a. Participates in and describes enjoyment of various physical activities.**

Examples:

- Identifies physical activity preferences.
- Completes teacher created survey to show emotions experienced during activity.

**b. Willingly participates in new and challenging activities.**

Examples:

- Is excited at the prospect of learning a new game.
- Challenges self at stations to improve the skill needed for a new activity.

## **SECOND GRADE**

**PE2.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

**Description:** Students are expected to demonstrate mature form in skipping, sliding, and galloping as they move through personal and general space. The ability to change directions on teacher command or adapt movement in relation to a partner is expected for this age. Students can combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. The ability to demonstrate momentary body control during balance and weight transfer is evident. Students will demonstrate mastery of underhand throwing patterns when performing manipulative skills. The ability to catch an object at a medium level of trajectory is demonstrated in a closed environment (not during game play). Underhand striking skills are performed but are not at a mature level.

### **Elements:**

- a. Uses extensions while demonstrating various locomotor movement patterns with different pathways.**

Examples:

- Uses the skip, slide, and gallop to travel different pathways (zigzag, curved, straight) while extending and contracting their body (large/small, near/far).
- Gallops around the gym using either foot as the lead foot.

- b. Demonstrates the underhand throw/underhand strike.**

Examples:

- Uses a mature underhand throw to a partner so that it can be caught.
- Demonstrates correct form for the underhand strike while aiming at a target.

- c. Applies concepts of weight transfer in a variety of ways.**

Examples:

- Shifts weight from back to front when tossing a ball.
- Demonstrates a transfer of weight from feet to hands (forward roll, bear walk, handstand, etc).

- d. Demonstrates the ability to perform fundamental locomotor skills to a rhythmic beat.**

Examples:

- Performs basic jump rope skills.
- Performs structured dances that use skipping and sliding to traditional folk music.

**e. Demonstrates the ability to kick a moving ball.**

Examples:

- Kicks a soccer ball that is passed from a partner.
- Kicks a rolled playground ball.

## **SECOND GRADE**

**PE2.2:** Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activity.

**Description:** Students apply multiple movement concepts while using manipulatives.

### **Elements:**

**a. Identifies locomotor movement patterns within pathways and extensions.**

Examples:

- Students choose various locomotor movements to move through multiple pathways.
- Students combine different pathways and extensions in sequence.

**b. Identifies critical elements of an underhand throw and when it is used.**

Examples:

- Students appropriately target the object and can identify the critical elements.
- Students can name several games that use an underhand throwing pattern.

**c. Identifies different types of striking.**

Examples:

- Students use a body part to strike an object.
- Students use an implement to strike an object.

**d. Identifies concepts of weight transfer.**

Examples:

- Students step forward with opposite foot when throwing.
- Students move by alternating between hands and feet.

**e. Applies concepts of movement in relationship to a rhythmic tempo.**

Examples:

- Students create a movement sequence in time to a beat.
- Students maintain tempo when performing a dance with a partner or group while counting aloud to the music or beat.



**f. Applies concepts of chasing, fleeing, and dodging.**

Examples:

- Students demonstrate body control while moving through large groups of students.
- Students combine numerous pathways to participate in tag games and other low-organizational games.
- Students identify characteristics important for chasing, fleeing, and dodging.

## **SECOND GRADE**

**PE2.3:** Participates regularly in physical activity.

**Description:** Students purposely select and participate in activities during their leisure time. They recognize that choosing to participate in physical activity can be enjoyable-

### **Elements:**

- a. Demonstrates involvement in physical activities that use the skill and knowledge learned in physical education.**

Examples:

- Participates in game play that includes throwing, catching, kicking, and striking skills.
- Willingly participates in various playground activities during recess or after school.

- b. Participates in activities during leisure time that involve physical activities.**

Examples:

- Participates in chasing and fleeing activities outside of school.
- Enjoys participating in jump rope activities.

## **SECOND GRADE**

**PE2.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Students engage in physical activity for short periods of time. They can identify the components of health related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

### **Elements:**

**a. Participates in fitness and conditioning-related activities.**

Examples:

- Is able to do an aerobic dance routine lasting for at least 5 minutes.
- Participates in a game to build muscular strength (e.g. partner push-up hockey, monkey bars, plank and climbing ladders).
- Does arm stretches after working hard during a practice push-up test.

**b. Recognizes physiological indicators that accompany moderate to vigorous physical activities.**

Examples:

- States that body feels “hot” after exercise.
- Recognizes thirst and heavy breathing as a result of participation in cardio-vascular activities.
- Recognizes stretching will cause muscles to feel “uncomfortable”.

## **SECOND GRADE**

**PE2.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students can work cooperatively, productively, and safely with partners or in small groups to complete assigned tasks. Students encourage those with differences in abilities to engage in activities. Students begin to take responsibility for their own actions.

### **Elements:**

**a. Has self-control and begins to take personal responsibility for own actions and participation.**

Examples:

- Holds equipment appropriately while teacher is instructing.
- Offers to assist in setting up the gym for activity.

**b. Works respectfully within a diverse setting and begins to problem solve and use simple strategies to increase the success of group activities.**

Examples:

- Chooses a group leader and/or determines certain jobs for each other with minimal conflict.
- Always plays fairly, especially in games using the “honor system.”

**c. Works cooperatively in a group with students of different abilities.**

Examples:

- Helps a classmate throw a ball correctly.
- Invites others of different abilities to join a group.

## **SECOND GRADE**

**PE2.6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Description:** Students will demonstrate and experience personal enjoyment in physical activity. They find pleasure in becoming competent at new and challenging skills.

### **Elements:**

**a. Describes positive feelings experienced from participating in physical activity.**

Examples:

- Gives others “high fives”.
- Writes/draws illustrations to create a picture book about physical education.

**b. Engages in new and challenging physical activities.**

Examples:

- Willingly participates in physical activities which require learning new skills (learning to skip).
- Initiates a family hike.

**c. Can identify community activities.**

Examples:

- Plays with a recreational soccer team.
- Takes a Yoga or Ballet lesson at the local YMCA or community center.

## **THIRD GRADE**

**PE3.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Description:** Students demonstrate mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games, body control (e.g., gymnastics, inline skating) and rhythmic activities (e.g., structured dance, jump rope, creative dance). They are able to perform variations of different locomotor skills (e.g., jumping for height and distance; skipping at different speeds). By the end of third grade, students will be able to demonstrate all striking and throwing patterns. Students can catch a moving object from a high trajectory in non-game play environments and are able to catch objects at a medium level trajectory during game play.

### **Elements:**

**a. Demonstrates fleeing, dodging, and chasing skills during game play.**

Examples:

- Demonstrates the ability to dodge an opponent while playing tag.
- Catches an opponent who is dribbling a soccer ball.

**b. Demonstrates weight transfer when using equipment.**

Examples:

- Demonstrates the proper technique of a cross lateral (body) release when throwing a Frisbee.
- Demonstrates stepping with opposition when throwing, using a sidearm pattern.

**c. Demonstrates movement skills and patterns following specific rhythms.**

Examples:

- Performs a ball routine consisting of a bounce, pass, and catch with a partner in rhythm to music.
- Jumps rope repetitively.

**d. Demonstrates correct form while performing a side swing strike using a short handled or long handled implement.**

Examples:

- Uses a level sidearm swing while striking an object with a bat.
- Uses a backhand swing with a paddle.

## **THIRD GRADE**

**PE3.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students use external feedback to improve performance.

**Elements:**

**a. Identifies the critical elements of a mid-level strike.**

Examples:

- Describes the key components of a mid-level strike.
- Performs a forehand strike with proper form.

**b. Identifies the critical elements of a successful pass to a moving target.**

Examples:

- Using proper form, students throw to a swinging target and hit it.
- Students explain the major factors of a successful pass to a partner.

**c. Identifies the critical elements of a successful catch.**

Examples:

- Uses proper form when catching a softball thrown by a partner.
- Names the cues that remind us how to make a successful catch.

**d. Explains how force moves objects to varying distances.**

Examples:

- Kicks a ball using light force, medium force, and hard force to discover the distance the ball travels at each force level.
- Compares the distance traveled of a lightly thrown ball to a ball thrown as hard as possible.

**e. Explains rules of a modified game.**

Examples:

- Explains the rule to the game to someone that was absent.
- Lists three rules of his favorite game.

## **THIRD GRADE**

**PE3.3:** Participates regularly in physical activity.

**Description:** Students will be able to identify and/or demonstrate the importance of regular physical activity for enjoyment and health.

### **Elements:**

**a. Chooses to participate in structured and/or non-structured physical activities.**

Examples:

- Actively involved in class activities without prompting.
- Participates in family physical recreation.

**b. Provides evidence of participation in formal and/or informal physical activities.**

Examples:

- Provides documentation of Youth League, YMCA, Boys and Girls Clubs.
- Attends physical fitness night at school with family.



## **THIRD GRADE**

**PE3.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Students begin to participate in physical activity specifically related to each component of physical fitness and are able to identify which components are impacted by the various activities (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

### **Elements:**

**a. Participates in moderate to vigorous activities for at least 20 minutes.**

Examples:

- Plays a small sided soccer game.
- Jumps rope continuously for more than one minute and repeats.

**b. Identifies at least 2 activities for each component of health related fitness.**

Examples:

- Recognizes that gymnastics/tumbling improves flexibility and muscular strength.
- Demonstrates activities related to each component.
- Recognizes that cardio-vascular endurance is important while playing vigorous activities. (Ex. Small-sided basketball).

**c. Recognizes physiological indicators that accompany vigorous physical activities.**

Examples:

- Checks resting heart rate before vigorous activity.
- Identifies heart rate for 15 seconds multiplied by 4 heart beats to heart beat per minute after vigorous activity.
- Compares and recognizes the difference between resting heart rate and the heart rate after vigorous activity.

**d. Participates in activities that benefit each of the health-related fitness components.**

Examples:

- Climbs the rock wall in physical education class to improve muscular strength.
- Recognizes that stretching after the muscles are warm is more beneficial than stretching before exercising.
- Participates in fitness stations to prepare for fitness testing.

## **THIRD GRADE**

**PE3.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students demonstrate an understanding of rules, directions, and safety procedures and work cooperatively and respectfully with others, regardless of personal differences. Students begin to take responsibility for their actions and begin to show understanding of how their actions can affect the success of the group.

### **Elements:**

**a. Designs and follows class rules and procedures.**

Examples:

- Creates class rules with teacher's assistance.
- Develops procedures for dividing into equal groups.

**b. Demonstrates the ability to work successfully with a partner or with a small group.**

Examples:

- Makes positive statements to others during activity.
- Works well in both "leadership" and "following" roles.

**c. Recognizes and avoids unsafe practices and situations.**

Examples:

- Cautions others when an unsafe situation occurs.
- Rolls in the same direction as others in tumbling during a unit.

**d. Works independently to practice skills.**

Examples:

- Practices specific skills assigned by the teacher until the teacher signals the end of practice.
- Practices skill during non-structured time without being told.

## **THIRD GRADE**

**PE3.6:** Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

**Description:** Students are able to recognize physical activity as a positive opportunity for group and social interaction.

### **Elements:**

**a. Chooses to participate in partner or team activities.**

Examples:

- Works with a partner to develop passing skills.
- Provides evidence of participation in team sport.

**b. Participates in cooperative problem solving activities.**

Examples:

- Leads a team as members attempt to complete a team challenge.
- Provides ideas for solving a team challenge.

**c. Demonstrates a healthy approach to results of group activities.**

Examples:

- Celebrates success of self and/or others in the proper context.
- Encourages students that are having a difficult time completing task.

## **FOURTH GRADE**

**PE4.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Description:** Students are able to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g., moving to a ball, trapping, dribbling and then passing it; forward roll, scale [balance], travel and then do a cartwheel). All throwing and striking patterns are mastered during fourth grade, and students are able to catch or handle objects from any trajectory (low, medium, or high) in simple situations. Students are able to move in tempo to slow and fast rhythms.

### **Elements:**

**a. Demonstrates an overhand throw.**

Examples:

- Uses proper technique while throwing a football.
- Uses proper technique when throwing overhand to a moving target during a game.

**b. Demonstrates an overhead striking skill.**

Examples:

- Uses proper techniques of a pickle ball smash.
- Spikes a beach ball over a low net.

**c. Demonstrates fleeing, dodging, and chasing skills with equipment.**

Examples:

- Avoids defenders while dribbling a soccer ball.
- Advances a puck down the court during a floor hockey game.

**d. Demonstrates a variety of rhythmic patterns.**

Examples:

- Performs jump rope, dance, and rhythm sticks routines.
- Performs the traditional tinikling dance.

## **FOURTH GRADE**

**PE4.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students begin to apply basic concepts of movement to improve their individual performance. They can provide critical elements of form or motor development principles to improve the performance of others.

**Elements:**

**a. Identifies the critical elements of an overhand throw.**

Examples:

- Describes the parts of a proper throw.
- Draws a series of pictures to identify the critical components of a proper throw.

**b. Identifies the critical elements of the overhand strike.**

Examples:

- Describes the parts of a self tossed overhand strike.
- Identifies the different critical elements used for an overhead strike when the set up is from a self tossed or partner tossed ball.

**c. Identifies the use of opposition for manipulative skills performed by classmates and provides feedback.**

Examples:

- Provides feedback to another student that the student did step on the opposite foot when releasing the ball on an overhand throw.
- Finds a picture in a newspaper or magazine that demonstrates the use of opposition while the person is performing an overhand striking skill.

**d. Explains the use of fleeing, dodging, and chasing in game play.**

Examples:

- Describes strategies to successfully get “open” while being guarded.
- Demonstrates how to watch a person’s midsection while guarding during game play.

## **FOURTH GRADE**

**PE4.3:** Participates regularly in physical activity.

**Description:** Students are actively involved in activities that provide opportunities to participate with others in an active environment.

### **Elements:**

**a. Encourages others to participate in physical activity.**

Examples:

- Invites those who are not being active to join a game.
- Provides a picture of one's family participating in a physical activity.

**b. Demonstrates how physical activity plays a part in daily life.**

Examples:

- Maintains a 3 day activity log.
- Wears pedometer for entire school day and logs steps.

## **FOURTH GRADE**

**PE4.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Students participate in moderate to vigorous activities in a variety of settings. They learn how to adjust their activity based on physiological indicators. Students begin to participate in criterion-referenced fitness assessments and are able to identify the health-related component that each test assesses (cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility).

### **Elements:**

- a. Participates in criterion-referenced fitness assessments with close teacher guidance and supervision (Ex. Fitnessgram) and realizes whether he/she is within the healthy fitness zone.**

Examples:

- Practices with a peer in the criterion- referenced test.
- Compares own results to determine age appropriate healthy/unhealthy fitness zone.

- b. Matches items from a criterion-referenced fitness test to the health-related fitness components.**

Examples:

- Cites curl-ups as a test item that measures abdominal strength.
- Cites sit and reach as a measurement of flexibility.

## **FOURTH GRADE**

**PE4.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that may arise. Periods of independent, self-guided activities are increasing in duration and frequency of occurrence.

### **Elements:**

**a. Learns to resolve conflicts using different strategies.**

Examples:

- Plays “rock-paper-scissors” to pick turns or negotiate conflicts..
- Accepts decisions made by the team captain.

**b. Works independently and cooperatively to develop an appreciation for individual differences.**

Examples:

- Uses peer feedback to help others improve their skills.
- Works cooperatively using verbal or nonverbal encouragement with all class members.

**c. Works independently and remains on task.**

Examples:

- Uses self-guided activity task cards to learn a new skill.
- Choreographs a jump rope routine.



## **FOURTH GRADE**

**PE4.6:** Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

**Description:** Students display enjoyment of activity as it relates to skill mastery. Further, they will demonstrate a desire to participate in a variety of activities.

### **Elements:**

**a. Chooses to participate in formal and/or informal physical activities that are enjoyable.**

Examples:

- Community dance programs and athletics teams.
- Is actively involved in station work in class.

**b. Chooses personally challenging experiences in physical activity.**

Examples:

- Uses only the intermediate and advance hand holds while moving across the traversing wall in physical education class.
- Increases their upper body endurance by choosing to work on pull-up bars during free-time or free choice activities.

**c. Expresses enjoyment through physical activity.**

Examples:

- Creates a dance to express feeling of happiness.
- Creates a team celebration or-dance for successful completion of a task or challenge.

## **FIFTH GRADE**

**PE5.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Description:** Students can move through space using any movement pattern in combination with any non-locomotor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports, are refined and used in game play. Students demonstrate the ability to hit targets when performing manipulative skills. Students are able to combine movement in meaningful ways, creating movement sequences that are smooth and fluid and done to several different rhythmic patterns.

### **Elements:**

**a. Demonstrates hand striking skills in repetition in both a controlled setting and during game play.**

Examples:

- Volleys a ball with a partner using correct technique.
- Uses correct form while dribbling around defenders during a basketball lead up game.

**b. Demonstrates foot striking skills in repetition with the foot in a controlled setting or during game play.**

Examples:

- Uses control when dribbling a soccer ball around cones.
- Advances a soccer ball down the field while passing it back and forth with a partner and while keeping it away from others.

**c. Demonstrates striking skills with equipment.**

Examples:

- Uses proper technique when using the forehand during a pickle ball game.
- Uses proper technique when shooting a floor hockey puck.

**d. Demonstrates the ability to create and perform rhythmic patterns in a 4/4 beat.**

Examples:

- Performs a rope jumping routine, ball routine, or dance routine.
- Performs a group gymnastics movement sequence using three or more elements.

## **FIFTH GRADE**

**PE5.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students will perform complex motor skills and be able to transfer concepts learned in other skills/games for performance of the new skill/game. They self-analyze their own skills as well as those of their classmates and discuss methods for improving performance.

### **Elements:**

**a. Applies critical elements to improve personal performance and in various movement tactics in small sided game play.**

Examples:

- Explains the strategy of moving to an open space in game play.
- Watches a video of own performance to improve form.

**b. Creates a complex rhythmic/aerobic routine.**

Examples:

- Demonstrates a self created jump rope, tumbling, dance, or ball routine.
- Writes the steps on paper for a folk dance that represents one's heritage.

**c. Designs a new game.**

Examples:

- Creates a new game that has skills related to other activities.
- Given appropriate equipment, makes up a new game that includes a fitness component.

## **FIFTH GRADE**

**PE5.3:** Participates regularly in physical activity.

**Description:** Students will be able to use information from a variety of sources to regulate their activity behavior.

### **Elements:**

**a. Sets reachable but challenging goals as they relate to activity.**

Examples:

- Improves the number of jumps in a 2 minute time test.
- Increases distance from target as a self-challenge.

**b. Monitors effects of activity to increase participation.**

Examples:

- Takes pulse rate at regular intervals during a soccer game.
- Compares pretest and posttest of a skill assessment.

**c. Participates in physical activities that provide important opportunities for challenges in social interaction and group membership with the goal of voluntary participation outside of class.**

Examples:

- Makes physical activity choices based on personal interests and capabilities to maintain an active lifestyle.
- Participates in an organized sport or intramural activity of own choosing outside of the school day.

**d. Identifies physical activities and personal choice behaviors that promote a health-enhancing lifestyle.**

Examples:

- Brainstorms and compiles a list of physical activities that the student would enjoy participating in with friends or family outside of school.
- Identifies stretches performed daily to increase flexibility.

**e. Regularly participates in physical activities outside of the school day.**

Examples:

- Follows a teacher generated activity calendar for one week.
- Develops strategies for monitoring regular participation in physical activities.

## **FIFTH GRADE**

**PE5.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Under the direction of the teacher, students will identify personal strengths and areas to improve as determined by the results of the fitness assessments. Using this information, students will be able to choose activities that will help to improve their fitness levels.

### **Elements:**

**a. Participates in criterion-referenced fitness assessments with close teacher guidance and supervision (Ex. Fitnessgram).**

Examples:

- Practices with a peer in the criterion- referenced test.
- Participates in a fitness assessment targeting each health-related component of fitness.

**b. Interprets results of fitness testing to compare their scores with health related standards.**

Examples:

- Compares personal scores with the health-related fitness standards as defined by the national fitness assessment.
- Identifies at least two activities that will improve health-related fitness components.
- Participates in moderate to vigorous physical activity.
- Participates in 30 minutes of moderate to vigorous activity at least 3 days per week.

## **FIFTH GRADE**

**PE5.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct and a willingness to work with students of various abilities.

### **Elements:**

**a. Demonstrates the ability to work together in a group setting.**

Examples:

- Describes and demonstrates how to accommodate various abilities.
- Works with a group to choreograph a dance.

**b. Performs activities safely and follows class rules of conduct.**

Examples:

- Demonstrates proper safety procedures for swinging racket or long handled implement in a group setting.
- Chooses a safe space for a rope jumping activity.

**c. Describes and demonstrates teamwork in a small sided game.**

Examples:

- Passes the ball to a teammate to gain advantage while playing a game.
- Plays position while participating in a net game.

## **FIFTH GRADE**

**PE5.6:** Values physical activity for health, enjoyment, challenge, self expression, and/or social–interaction.

**Description:** Students will identify those activities they enjoy, as well as classmates that have similar and different physical activity interests.

### **Elements:**

**a. Demonstrates enjoyment that is obtained from physical activity.**

Examples:

- Develops team cheer chant to motivate others on a team.
- Claps and jumps in excitement while playing a game.

**b. Participates in interactive and individual physical activity throughout the day.**

Examples:

- Incorporates activity into leisure time.
- Leads others to become involved in free-time or free choice activities.
- Signs up for a physical activity class at a community center.

**c. Chooses to engage in new activities.**

Examples:

- Participates in new physical activities.
- Explores multi-cultural and/or diverse games.

**d. Identifies the characteristics of physical activity that brings enjoyment.**

Examples:

- Expresses a feeling of accomplishment for meeting a personal goal.
- Displays excitement for achieving an improvement in the mile run.

## **SIXTH GRADE**

**PE6.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

**Description:** Motor skills are combined and used in specific game and performance situations. The student will refine and vary skills learned in the elementary years, using them to participate in the small-sided games, dance, or individual activities. The following activities are suggested for sixth grade:

<b>Invasion</b>	<b>Net/ Wall</b>	<b>Field</b>	<b>Target</b>	<b>Dance/ Rhythms</b>	<b>Outdoor</b>	<b>Fitness</b>	<b>Individual</b>
Lacrosse Ultimate Frisbee Soccer	Pickle ball	Whiffle ball	Bowling Bocce ball Disc golf	Juggling Jump rope Line dancing Square/Folk dance	Aquatics Cycling Hiking	Tae Bo Yoga Pilates	Tumbling

**a. Performs complex movement patterns used in small-sided game situations.**

Examples:

- Moves to open space to receive a pass from a teammate during an invasion game.
- Properly positions self in a pickle ball game to strike the ball in a manner that places it away from their opponent.

**b. Performs specialized manipulative skills in an applied setting to include throwing and catching.**

Examples:

- Throws and catches using a lacrosse stick with accuracy and control.
- Throws a disc with accuracy to land in the basket during disc golf.

**c. Performs advanced rhythm sequences that combine movement, complex concepts and skills.**

Examples:

- Designs and performs a jump rope routine that includes a variety of forward and backward jumps.
- Performs a sequence of Pilates movements to increase flexibility.



## **SIXTH GRADE**

**PE6.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and movement skills are more automatic. They are able to demonstrate basic concepts of strategies in game play and perform basic rhythmic patterns.

### **Elements:**

**a. Identifies concepts that apply to the movement and sports skills being practiced.**

Examples:

- Identifies proper warm-up and cool-down techniques and reasons for using them.
- Throws a softball different distances using varied trajectories and amounts of force.

**b. Knows the difference between massed and distributed practice and the advantages of each.**

Examples:

- Maintains a log of practice attempts for throwing a softball at a target and;
- Compares and/or contrasts differences in successful throws from first attempts to last attempts.
- Practices a table tennis serve multiple times against a wall to perfect top and back spin.

**c. Describes basic strategies for offense and defense in small sided game play.**

Examples:

- Explains defensive position in relationship to the offensive player while playing defense in basketball.
- Describes a “give and go” in soccer to attempt an open shot on goal.

**d. Identifies steps correctly to perform a rhythmic pattern.**

Examples:

- Performs a folk or line dance.
- Designs a Tae Bo routine.

## **SIXTH GRADE**

**PE6.3:** Participates regularly in physical activity.

**Description:** Students participate in physical activities that provide important opportunities for challenges with the goal of voluntary participation outside of class. Physical activity choices are based on personal interests and the desire to maintain an active lifestyle.

### **Elements:**

**a. Identifies opportunities in school and community to be physically active.**

Example:

- Completes a list of physical activities in which one can participate at school and outside the school setting.
- Lists intramural activities within the school and community recreational opportunities available for participation based on student's interest.
- Provides examples of or participates in a running club outside of school.

**b. Participates in a variety of activities that result in a physically active lifestyle.**

Example:

- Participates in school sponsored intramural activities. (i.e. jump rope, team handball, ultimate Frisbee).
- Goes cycling on a local bicycle trail.
- Students with disabilities participate in Special Olympics and/or Metro Miracle league.
- Regularly exercises at home or in a fitness center.
- Trains for a local 5K race.

## **SIXTH GRADE**

**PE6.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Sixth grade students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time than during the elementary years. Students are able to apply the components of fitness and explain how these relate to their overall fitness status. With teacher assistance, students are able to assess their personal fitness status and use information from fitness assessments to determine current levels of fitness and increase current levels of fitness. They participate in physical activities addressing each component of health-related fitness with the focus at this grade level being on flexibility. They will use this information to develop a plan to improve or maintain flexibility.

### **Elements:**

- a. Participates in criterion-referenced fitness assessments (e.g. Fitnessgram) with close teacher guidance and supervision and identifies ways to improve flexibility.**

Examples:

- Compares criterion-referenced test scores to determine current fitness levels.
- Participates in pre and post criterion-referenced tests to measure improvement and increase current levels of fitness.

- b. Identifies the basic principles of training to improve physical fitness.**

Examples:

- Explains the importance of frequency while improving fitness.
- Explains why a muscle should be warm in order to improve flexibility.

- c. Participates in activities designed to improve or maintain flexibility.**

Examples:

- Participates in yoga classes to measure progress towards healthy fitness standards for flexibility.
- Demonstrates proper warm-up and cool-down techniques specific to class activities.

## **SIXTH GRADE**

**PE6.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students identify the reasons for establishing rules, procedures, and etiquette that create a safe environment for various activities. They work cooperatively to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.

### **Elements:**

**a. Participates responsibly by following rules and making appropriate decisions.**

Examples:

- Participates successfully within the rules of a small sided game.
- Works independently at a vigorous level during fitness stations.

**b. Identifies and demonstrates safe practices in the physical education setting.**

Examples:

- Voluntarily wears and uses appropriate safety gear.
- Takes responsibility for setting up and breaking down equipment.

**c. Identifies the importance of etiquette in physical activity.**

Examples:

- Takes a knee when a student injury is signaled.
- Waits for entire group to tee off before leaving the tee area.

## **SIXTH GRADE**

**PE6.6:** Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

**Description:** Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership. They have the opportunities for continued personal growth in physical skill in their applied setting. Students recognize that all people do not enjoy the same activities.

### **Elements:**

**a. Selects and evaluates physical activities to participate in for social interaction and continued personal growth.**

Examples:

- Participates in a yoga class to maintain/increase flexibility.
- Walks the dog with a family member or friend for personal enjoyment.

**b. Analyzes the-relationship between inactivity and cancer.**

Examples:

- Describe the impact of inactivity on breast and colon cancer.
- Participates in “Relay-for-Life” or other community activity increasing cancer awareness.

**SEVENTH GRADE**

**PE7.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

**Description:** The seventh grade student performs complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies. The following activities are suggested for seventh grade:

<b>Invasion</b>	<b>Net/ Wall</b>	<b>Field</b>	<b>Target</b>	<b>Dance/ Rhythms</b>	<b>Outdoor</b>	<b>Fitness</b>	<b>Individual</b>
Rugby Soccer Basketball	Badminton	Softball	Angle Ball	Line Dancing Jump Rope	Orienteering Angling	Inline skating Aerobic dance	Track and Field

**a. Performs specialized manipulative skills in an applied setting to include striking and kicking.**

Examples:

- Places the soccer ball in the top corner of the net to avoid the goalkeeper during a game.
- Executes a variety of shots to place the shuttlecock away from the opponent during a badminton game.

**b. Creates rhythm sequences that combine complex movement concepts and skills.**

Examples:

- Designs and performs gymnastics or rhythmic sequences that combine traveling, rolling, balancing, and weight transfer.
- Applies movement patterns during inline skating to create changes in direction, speed, and flow.

**c. Performs a movement sequence in a physical activity or game.**

Examples:

- Dribbles a basketball to the basket and performs a lay-up.
- Combines forward and lateral movement to execute throws during an angle ball game.

## **SEVENTH GRADE**

**PE7.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and predict trajectories of projectiles. They can apply basic strategies in various types of games. They use information from a variety of sources, both internal and external to guide, improve, and modify performance.

### **Elements:**

- a. Explores basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are important in sports activities.**

Examples:

- Throws a ball for distance using the most appropriate trajectory (path of object).
- Observes differences in distance/force when using striking implements of varied lengths.

- b. Identifies and predicts the open person concept in team sports activities.**

Examples:

- Delivers a bounce pass to open teammate after the teammate executes a pick and roll in basketball.
- Delivers a pass ahead of a moving teammate.

- c. Describes and demonstrates the difference between person to person and zone defenses in invasion games.**

Examples:

- Moves into proper position to guard an opponent using a person to person defense in a basketball game.
- Explains various movement patterns into open areas to receive a pass or score against various defenses.



## **SEVENTH GRADE**

**PE7.3:** Participates regularly in physical activity.

**Description:** Students have an increased awareness of opportunities for activity and enjoyment in voluntary participation. Understanding the connection between physical activity and wellness is enhanced. Students identify resources in the community that facilitate attainment of individual lifestyle goals and personal choice behavior.

### **Elements:**

- a. Accumulates recommended amount of physical activity daily in and outside of the physical education setting on a regular basis.**

Examples:

- Logs at least 60 minutes per day on a seven-day period activity log or calendar.
- Uses a pedometer to record 10,000 steps daily.

- b. Identifies places in the community where the activities and sports learned in class can be played and enjoyed.**

Examples:

- Identifies parks, bike trails, pathways, and other available means for achieving and maintaining an active lifestyle.
- Joins a community youth soccer league.

## **SEVENTH GRADE**

**PE7.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Seventh grade students should be able to participate in moderate to vigorous physical activity in a variety of settings. They participate in physical activities addressing each component of health-related fitness while focusing on cardio respiratory endurance. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. They will use this information to develop a plan to improve or maintain cardio respiratory fitness. They can assess their own heart rate, breathing rate perceived exertion, and recovery rate during and following physical activity

### **Elements:**

- a. Uses results from a criterion-referenced fitness assessment (e.g. Fitnessgram) to monitor improvement.**

Examples:

- Completes a cardio respiratory, flexibility, and muscular fitness assessment from the criterion-referenced test.
- Compares their scores from a fitness assessment to healthy standards provided by the teacher and targets areas needing improvement.

- b. With teacher assistance, student develops a plan for improving cardio-respiratory endurance.**

Examples:

- Sets realistic personal goals for improving cardio-respiratory endurance based on their fitness scores.
- Develops a training program that will lead to safe participation in a day long hike.

- c. Assesses physiological indicators of exercise during and after physical activity designed to improve or maintain cardiorespiratory endurance.**

Examples:

- Keeps a record of heart rate before, during, and after vigorous physical activity.
- Engages in physical activity at the target heart rate for a minimum of 20 minutes.

## **SEVENTH GRADE**

**PE7.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students recognize the role of physical activity in respecting diversity and continue to include and support each other, respecting the limitations and strengths of group members. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities.

### **Elements:**

**a. Demonstrates cooperation with peers of different gender, race, ethnicity, and/or ability in a physical activity setting.**

Examples:

- Seeks out, participates with, and shows respect for peers with differences in ability during a small-sided game.
- Applies sensitivity to the rights and feelings of others to resolve interpersonal conflict during physical activity.

**b. Remains on task without close supervision.**

Examples:

- Practices task during allotted time.
- Self officiates a badminton game.

## **SEVENTH GRADE**

**PE 7.6:** Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

**Description:** Students recognize and appreciate the intrinsic values of developing higher physical skills as a means for promoting self-esteem and self-expression as well as physical health. Self confidence is gained through participation in new challenging activities that decreases personal insecurity.

### **Elements:**

**a. Participates in health enhancing activities for personal challenge.**

Examples:

- Participates regularly in physical activity to meet personal goals.
- Joins a soccer team or an after school running club.

**b. Willingly tries new activities.**

Examples:

- Joins a team or tries a new activity for personal enjoyment.
- Learns to inline skate.

## **EIGHTH GRADE**

**PE8.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Description:** Students will demonstrate the ability to use mature forms for the basic skills and tactics in six of the eight categories listed below by the end of grade 8 using activities that have been taught during sixth and seventh grades as well as the activities suggested for eighth grade. The following activities are suggested for eighth grade:

<b>Invasion</b>	<b>Net/ Wall</b>	<b>Field</b>	<b>Target</b>	<b>Dance/ Rhythms</b>	<b>Outdoor</b>	<b>Fitness</b>	<b>Individual</b>
Flag football Team handball Speedball	Volleyball	Softball Cricket	Golf	Hip Hop Contemporary	Canoeing Camping Ropes/Climbing	Weight training Step Aerobics	Track and Field

**a. Performs specialized manipulative skills in an applied setting to include dribbling and passing.**

Examples:

- Dribbles a ball during speedball while preventing an opponent from stealing the ball.
- Performs a bounce pass during a small-sided basketball game to get the ball around an opponent.

**b. Performs movement skills in complex activity settings.**

Examples:

- Places the ball away from opponent during a rally in a net game and returns to ready position.
- Creates a step aerobics routine combining a variety of movement patterns.

**c. Demonstrates use of tactics in small-sided games.**

Examples:

- As an infield softball player, moves in closer when the bases are loaded.
- Chooses the appropriate club for strokes of varied distances during a golf unit.

## **EIGHTH GRADE**

**PE8.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students exhibit an increasingly complex discipline-specific knowledge of biomechanics and movement skills. They understand and apply movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play.

### **Elements:**

**a. Identifies movement and strategies necessary for skilled physical performance.**

Examples:

- Diagrams expected ball rebound angles for three different shots in racquetball.
- Explains a strategy for advancing a runner in softball.
- Describes the biomechanical reason for stepping in opposition when throwing overhand.

**b. Identifies key critical elements of complex motor skills.**

Examples:

- Explains the critical element necessary to execute a successful cross in soccer.
- Lists three factors that contribute to a slice in a golf swing.

**c. Analyzes an athlete's performance of a sports skill and provide suggestions for improving the performance.**

Examples:

- Observes a team of elite volleyball players during game play and describes the movement skills that enable success in serving, passing, and spiking.
- Identifies errors in the performance of a golf swing and suggests appropriate changes.

**d. Identifies and applies principles of practice and conditioning to enhance performance.**

Examples:

- Describes conditioning concepts that will allow one to play for longer periods of time without fatigue.
- Practices the volleyball forearm pass in a stable or closed environment (e.g. against a wall or with a partner toss).

**e. Applies appropriate tactics and procedures to various movement forms.**

Examples:

- Explains proper procedure to lead or follow a partner while dancing.
- Designs and performs a pass pattern in flag football.

## **EIGHTH GRADE**

**PE8.3:** Participates regularly in physical activity.

**Description:** Students begin to take ownership in the importance of maintaining a healthy lifestyle. They make independent decisions about their physical activities that enhance their lifelong health. They meet healthy guidelines by participating regularly in moderate to vigorous physical activities both in school and outside of school settings.

### **Elements:**

**a. Participates daily for 60 minutes in physical activity of their choosing.**

Examples:

- Generates a list of activities that can be done at home which leads to a healthy lifestyle.
- Goes canoeing with friends.

**b. Identifies ways to increase levels of physical activity in daily routines.**

Examples:

- Helps build bike paths/fitness trails assessable to meet the needs of students with special needs.
- Walks the stairs instead of taking the elevator.
- Participates in activity based video games that require movement. (i.e. Wii fit game, Dance Revolution).



## **EIGHTH GRADE**

**PE8.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Eighth grade students participate in moderate to vigorous physical activity on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, and cardio respiratory endurance. They can self-assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how these can be utilized in improving personal fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals. They will use this information to develop a plan to improve or maintain muscular strength and endurance.

### **Elements:**

**a. Interprets results of criterion-referenced fitness assessments and develops a plan for reaching fitness goals.**

Examples:

- Uses dynabands to increase upper body strength.
- Develops a set of exercises using own body weight to increase strength.
- Develops an individualized physical activity program using results from fitness assessments, personal interests, and available resources.

**b. Applies basic principles of training to design and implement a program for maintaining or improving health-related muscular strength.**

Examples:

- Writes and implements a circuit weight training program designed to meet physical fitness goals.
- Applies threshold, overload, and specificity principles to create a plan to improve muscular fitness.

**c. Participates in muscular endurance activities for a sustained period of time.**

Examples:

- Participates continuously in a muscular endurance circuit for 30 minutes.
- Participates in an invasion game or aerobic dance class for 30 continuous minutes.

## **EIGHTH GRADE**

**PE8.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students make appropriate decisions to resolve conflicts among peers and to follow pertinent practices, rules, and procedures necessary for successful performance. They reflect on the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

### **Elements:**

**a. Demonstrates the ability to resolve conflicts in a physical activity setting.**

Examples:

- Handles conflict with others without confrontation during a disagreement in a volleyball game.
- Officiates games during sport education units.

**b. Assumes leadership roles to facilitate class management.**

Examples:

- Helps prepare activity area for class.
- Suggests ways to improve class safety.

## **EIGHTH GRADE**

**PE8.6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Description:** Students realize their personal interests and are encouraged to participate accordingly to maximize the benefits of physical activities. (They participate in physical activities for challenge, social interaction and group membership, as well as opportunities for continued personal growth in physical skills in their applied setting).

### **Elements:**

**a. Recognizes the role of sport, games, and dance in modern culture.**

Examples:

- Attends an athletic event at a nearby college or university (e.g. basketball, volleyball, gymnastics).
- Demonstrates an understanding of the ways sport and dance influence American culture.

**b. Analyze the relationship between inactivity and obesity and diabetes type II.**

Examples:

- Describe the impact of inactivity and weight gain.
- Describe the relationship between inactivity and the onset of diabetes type II.

**c. Appreciates the aesthetic performance of self and others.**

Examples:

- Uses activity for self expression and writes a reflective essay about the beauty of athletic performance.
- Describes the benefits of a variety of activities.

## HIGH SCHOOL

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

**Description:** Students in grades 9 – 12 will demonstrate the ability to participate in a variety of invasion, net/wall, field, target, individual, outdoor, fitness activities, rhythms, and dance. Students will demonstrate competence in at least one activity from two of three following categories: **Category 1:** invasion, net/wall, or field games; **Category 2:** target, dance/rhythm, or outdoor activities; **Category 3:** fitness or individual activity.

The following activities are suggested for grades 9-12:

<b>Invasion</b>	<b>Net/ Wall</b>	<b>Field</b>	<b>Target</b>	<b>Dance/ Rhythms</b>	<b>Outdoor</b>	<b>Fitness</b>	<b>Individual</b>
Soccer Basketball Lacrosse Flag football Speedball Team handball Hockey (field, floor, ice) Rugby Ultimate games	Volleyball Badminton Pickle ball Tennis Racquetball Handball Table tennis	Softball Whiffle ball Cricket Baseball	Archery Golf Bowling Bocce ball Horse shoes Croquet Shuffleboard Disc golf Angle ball	Creative Ballroom Jazz Ballet Social Folk Juggling Jump rope Line dancing Square dance Hip hop dance Contemporary /modern	Canoeing Camping Ropes/ Climbing Aquatics Cycling Back packing Orienteering Angling Hiking	Inline skating Aerobic dance Weight training Aerobic golf Tae bo Yoga Pilates	Gymnastics Martial arts Inline skating Track and Field Tai chi

- a. Demonstrates competence while performing skills in a variety of settings or activities including sport, rhythms, and other lifetime and recreational activities.**

Examples:

- Catches a fly ball and throws it to second base.
- Executes a dance, rhythmic, or gymnastics sequence in the context of a routine.

**b. Performs skills, which at a level of competency, contributes to health related fitness.**

Examples:

- Dribbles, runs, passes, and shoots the ball in team handball with a basic level of competence.
- Performs a gymnastics routine that demonstrates strength and flexibility.

## **HIGH SCHOOL**

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

**Description:** Students will increase their motor skill level by utilizing principles and concepts connected with movement and examination of skills. Students will perform in movement patterns and psychomotor skills associated with physical activities. Students will explain tactical decisions and their appropriate use in various sports/activity settings.

### **Elements:**

**a. Integrates a variety of strategies, tactics, concepts, and skills during sports and activities.**

Examples:

- Students are able to transition from an offensive position into a defensive position in a game of basketball.
- Knows when to use a drop, lob, or drive shot to score in a game of badminton.

**b. Creates a sequence of movements (dance, gymnastics, sports, etc.) that transition and flow smoothly from one to the next.**

Examples:

- Designs movement patterns that show the effects of motion, force, and muscular stability (e.g. Pilates, Tae Bo, and yoga).
- Designs a dance using a variety of dance steps.

**c. Evaluates skills needed for sports, outdoor, rhythm, and lifetime leisure activities.**

Examples:

- Evaluates and explains proper spot bowling techniques.
- Teaches others how to set up and dismantle a tent or reading a compass.

## **HIGH SCHOOL**

**PEHS.3:** Participates regularly in physical activity.

**Description:** The goal of this standard is to connect the skills and activities that are learned in physical education class to the lives of students outside the classroom. Participation outside of class is critical to developing active and healthy lifestyles and behaviors. Emphasis is placed on developing self-management skills and voluntary participation in areas of interest that are meaningful to the student. Students make a personal commitment to participate in moderate to vigorous physical activity in order to maintain personal fitness goals. Students are knowledgeable of appropriate training principles and understand how to apply these to enhance their participation and desired level of fitness.

### **Elements:**

- a. Utilizes effective time management skills to incorporate opportunities for physical activity outside of physical education class.**

Examples:

- Creates a daily calendar of physical activities to ensure participation in health enhancing activities.
- Keeps a fitness journal recording detailed workout information (i.e. number of sets, repetitions, types of lifts, distances) in school and non-school settings.

- b. Participates in school or community based physical activities with little or no cost.**

Examples:

- Participates in school intramurals or club activities that involve physical activity.
- Identifies local walking trails or parks and goes walking with friends.

## **HIGH SCHOOL**

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

**Description:** Students will assume individual responsibility in their personal behaviors. Students will understand and develop higher levels of basic fitness and physical competence needed in a variety of activities for school and non-school settings, including, home, workplace, and community. To maintain a healthy lifestyle, the student will demonstrate the ability to assess, evaluate, implement, and adjust a personal fitness plan that includes proper nutrition and a disease awareness that reflects ever-changing individual needs throughout life. Achievement of this standard will encourage participation necessary to support and sustain good health.

### **Elements:**

**a. Implements a comprehensive fitness plan and adjusts various components of fitness necessary to maintain a healthy level of fitness throughout life.**

Examples:

- Applies specificity, overload, and progression to increase the intensity of the work out.
- Modifies fitness plans due to life changes such as age or injury. (e.g. a team sport activity to an aquatics activity due to an injury.)

**b. Maintains or improves fitness level by using the results of the national fitness assessment to guide changes in a personal program of physical activity.**

Examples:

- Increases the number of repetitions in a weight training workout to increase muscular strength.
- Participates in lifetime fitness activities (from different sections of the activity chart) at the appropriate heart rate level for 30-60 minutes per day 3-5 times per week in both school and non-school settings.

**c. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.**

Examples:

- Uses tools such as heart rate monitors and pedometers during exercise.
- Uses the internet to obtain reliable resources to develop a healthy lifestyle.



**d. Analyzes the relationship between physical activity and longevity.**

Examples:

- Creates personal strategies to reduce stress as a way to improve overall health and wellness.
- Evaluates personal fitness levels and creates a plan to limit or prevent environmental unhealthy conditions (e.g. diabetes or asthma).

**e. Evaluates the relationship of exercise (fitness) and nutrition.**

Examples:

- Prepares a weekly/monthly log showing the correlation between calorie intake and calorie expenditure.
- Uses exercise to increase metabolism.

**f. Develops fitness goals that are gender, age, and skill appropriate.**

Examples:

- Discusses how activity goals can be modified to meet the needs of the individual.
- Moves from a competitive activity such as football, to a recreational activity such as disc golf.

## **HIGH SCHOOL**

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

**Description:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings, while understanding the role of sport and physical activity in a diverse society. Students are able to discern potentially hazardous situations.

### **Elements:**

**a. Displays the ability to design rules, procedures, and routines appropriate for the group.**

Examples:

- Students cooperatively develop rules for classroom behavior.
- Modifies rules according to student ability and class size to make activities fun and safe.

**b. Exhibits the ability to decipher between ethical and unethical behavior.**

Examples:

- Listens to the different sides of an issue before taking action in a conflict while overseeing a competition.
- Can identify the difference between taunting and celebrating as it relates to sportsmanship.

**c. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of societal or cultural differences.**

Examples:

- Is able to make the correct call when officiating, even when friends commit an infraction of the rule.
- Is able to appropriately officiate a basketball game.
- Accepts an official's call regardless of the impact on the outcome of the game.

**d. Applies safe practices in the physical education setting.**

Examples:

- Wears safe and appropriate clothing to participate in physical activity.
- Describes safety protocol to avoid dehydration, overexertion, and hypo/hyperthermia during physical activity.

## **HIGH SCHOOL**

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

**Description:** High school students enjoy using movement as an expression of their personality. They strive to improve and refine their skills through practice and participation in their selected activities. They experience feelings of satisfaction when they improve their level of performance and meet personal goals. As a result, students will begin to actively pursue lifelong physical activities that meet their own needs.

### **Elements:**

**a. Explain(s) why participation in activities is enjoyable and desirable either alone or in a group.**

Examples:

- Creates a pamphlet/booklet/magazine/web page on a selected activity expressing why it is important to them/how it fulfills their fitness goals.
- Shows appropriate social interaction during participation (empathy, accepting rule enforcement, team play, etc.).

**b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.**

Examples:

- Adjusts previously met fitness goals to increase challenges for self-improvement.
- Creates and records a self-generated list of reasons for choosing to participate in selected physical activities in an activity log.

## V. Glossary of Terms

Action -Reaction - forces that occur as a pair; both equal in magnitude and opposite in direction. The distinction between action and reaction is purely arbitrary: anyone of the two forces can be considered an action, in which case the other (corresponding) force automatically becomes its associated reaction.

Aerobic - brisk physical activity that requires the heart and lungs to work harder to meet the body's increased oxygen demand. The exercises place demand on the heart and lungs and can be sustained for extended periods of time.

Affective domain – the development of values, attitudes, appreciations, and other character attributes important to one's personal feelings about oneself and relationships with others.

Agility - the quality or state of being agile (ability to move with quick easy grace).

Alignment - directness of the link among standards, local curriculum, instructional materials, instructional methods, and assessments.

Alternate physical sites for heart rate - wrist, neck.

Anaerobic - any activity that utilizes oxygen at a faster rate than your body can replenish it in the working muscles. This type of exercise is intense and short duration. Glycogen is the main source of fuel.

Angling - the act or sport of fishing with hook and line.

Balance - stability produced by even distribution of weight on each side of the vertical axis.

Basic - constituting or serving as the basis or starting point.

Basic movement pattern - the movement patterns that are the foundation of all other movement. Examples include walk, run, slide, skip, jump, hop, gallop, and skip.

Biomechanics - the study of body movements and the forces acting on the musculoskeletal system.

Body mechanics - the study of how the body moves and how the body responds to stresses that act on it.

Body Mass Index (BMI) - a number calculated from a person's weight and height. BMI provides a reliable indicator of body fatness for most people and is used to screen for weight categories that may lead to health problems.

Cardiorespiratory - having to do with the heart, lungs, circulatory, and respiratory systems.

Cardiovascular endurance - the ability to continue repeated vigorous activity over a period of time without overly stressing the Cardiovascular system.

Catch - to absorb force and gain control of an object by using one's hands or some type of equipment.

Center of gravity - the point at which the total mass of a body or system is assumed to be centered.

Chase - to follow somebody quickly in order to catch him or her.

Choreograph - to plan out dance movements to a piece of music.

Cognitive domain – refers to learning and application of knowledge used by individuals.

Competency – a level of performance in which the participant can take part in a game or activity with sustained, continuous movement and make a meaningful contribution to the outcome.

Conditioning - refers to the development of physical fitness through the adaptation of the body and its various systems to an exercise program.

Conflict resolution - the process of attempting to resolve a dispute or a conflict between two or more students during activities; understanding that problem-solving skills are employed to de-escalate the situation.

Controlled practice - a supervised environment to train students in the knowledge and skills necessary for understanding and applying the concepts of physical education.

Cool down - a period of light activity following exercise that allows the body to slow down and return to near resting rates.

Cooperative - the ability to work with others in games or activities.

Cross lateral - reaching across the body to perform an exercise.

Direction - a line or course on which something is moving or aiming.

Dodge - to make a sudden movement in a new direction to avoid getting hit.

Dynamic balance - the ability to maintain balance while in motion without constant support.

Educational gymnastics - one of the three areas covered with a movement education approach to teaching. The emphasis is placed on having students respond to challenges that are developmentally appropriate for the individual that will lead to personal achievement and success. Activities typically focus on locomotor and non-locomotor activities such as rolling, balance, weight transfer, etc.

Effort - when used with movement education, effort is one of the four major components with the other components being body awareness, space awareness, and relationships. Effort can also refer to the use of physical energy and the willingness to work hard to accomplish a skill.

Formal activities – refers to structured or organized activities such as those played in a league, intramural program, parks and recreation, YMCA, etc.

Informal activities – refers to unstructured activities that have minimal levels of organization and/or rules that children participate in spontaneously and/or without adult supervision.

Low organized games - simple lead-up games that develop at least one game skill, maximizes participation by all students, creates a sense of fair play and emphasizes fun, fitness, and teamwork.

Manipulative - objects or implements (such as racquets, bats, balls, etc.) that a student is instructed to use in a way that teaches or reinforces a lesson.

Mastery – the ability to perform a skill with correct form and the performer would be able to demonstrate this correct form multiple and consecutive times.

Mature - a skill that has been developed to a desired condition or to proficiency.

Minimal conflict - resolution of problems, disagreements without verbal or physical violence.

Moderate physical activity - physical activity (exercise) that generally requires sustained rhythmic movements. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Motor skill development - learning skills using voluntary movements to complete a task.

Movement concepts - a general understanding of concepts such as body awareness, space awareness, movement qualities, and relationships which are used to develop a range and efficiency of skill movement.

Movement sequence - a series of movements performed in order (i.e. a dance or gymnastic sequence).

Muscular endurance - the ability of a muscle or muscle group to exert a sub-maximal force repeatedly over a period of time.

Muscular strength - the ability of a muscle or muscle group to exert a maximal force against a resistance one time through the full range of motion.

Net/wall games - games in which players use skills, strategies and tactics to outwit the opposition by sending a ball (or other implement) towards a court or target area which their opponent is defending.

Non-locomotor skills - skills that include bending, twisting, turning (in place) moving toward and away from the center of the body, raising and lowering the parts of the body, and other body movements done in place.

Non-structured activities – activities, dances, or games that have minimal organization and/or formal rules. Children typically would play or participate in these activities without supervision by an adult. .

Non-symmetrical or asymmetrical – used to describe a balance that if a line was drawn through the center of gravity, both sides would be identical or have the same body parts..

Pacing - regulating the tempo or speed at which you move.

Pathways - patterns we make as we move through the air or around the floor (i.e., straight, vertical, horizontal, zigzag). Pathways can also be curved, regular, straight, or a combination of these.

Pedometer - also referred to as an accelerator. A device, usually portable and electronic that counts each step a person makes and records the distance traveled.

Perceived - to feel; to sense; to distinguish; to discern; to achieve understanding of or interpret something in a particular way; as seen or understood by an individual.

Person -to-person defense - a system of defense in sports, especially in basketball and football, in which each defender is responsible for guarding one player.

Personal space - the "space bubble" around the body, extending as far as the body and body parts can reach, without traveling.

Physical fitness - used in two close meanings: general fitness (a state of health and well-being) and specific fitness (a task-oriented definition based on the ability to perform specific aspects of sports or occupations).

Physically educated - a person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates regularly in physical activity; knows the implications and benefits from involvement in physical activities; values physical activity and its contributions to a healthful lifestyle.

Physiological changes - changes that the body goes through during exercise.

Power - skill-related component of fitness that relates to the rate at which one can perform work.

Practice plan - a plan of action for practicing a skill or game.

Problem solving activities - activities that require students to demonstrate higher level thinking skills. When used with adventure curriculum activities, these activities require students to work together to solve an issue or challenge using mental and physical skills.

Proficient - able to perform a skill at a high level, typically the automatic stage of skill performance.

Proper techniques - use of the desired form for a skill.

Psychomotor domain - physical activity relating to fitness.

Recovery time - time or rest between exercises.

Regularly – when referring to participation in physical activity, regular participation means that students engage in physical activity on most days of the week.

Rhythmic activities - activities set to a pattern or beat, like a dance or jump rope.

Self control – the ability to demonstrate restraint and be in charge of one’s environment.

Small-sided games - games played to allow maximal opportunities to respond for all participants and typically include 2 to 4 people per team.

Structured – activities, games, or dances that have rules or guidelines and can be repeated or reproduced when directed.

Tempo - the speed of the beat, e.g. 4/4 time

Throw - to propel something through the air by swinging the arm and releasing the object from the hand.

Tinikling – a folk dance that originated in the Philippines. To perform this dance, two people strike bamboo poles or sticks approximately 12 feet in length together and then against the floor two times in a rhythmic pattern. As the people using the poles beat the poles on the ground, dancers perform a variety of steps between the poles. Examples of these steps include singles, doubles, straddles, hops, etc.

Toss – to lightly throw something, a ball, beanbag, etc.

Trajectory – the path of a flying object that a projectile makes through space under the action of given forces such as thrust, wind, and gravity.



Ultimate frisbee – an invasion game played using a flat disc that is typically thrown using a side-arm throwing pattern. The goal of the game is to pass the disc among members of the team and score a goal.

Vigorous physical activity – physical activity (exercise) that is intense enough to result in a significant increase in heart and respiration rate.

Warm-up - exercise before a physical activity or special exercises that you do to flex and stretch the muscles that help prevent you from feeling sore.

Weight transfer - moving from one supporting foot (or supporting limb/body part) to another.

Zone defense - a system of defense in sports, especially in basketball and football, in which each defender is responsible for guarding a portion of the playing area.