

Third Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

In physical education third grade students are expected to understand and demonstrate clearly-defined combinations of movements. Student instructional groups should be kept small to give all students the opportunity for successful participation. In addition, students learn the importance of nutrition as it relates to health and physical fitness. Life skills are embedded in the curriculum. It is recommended that all students receive a minimum of 150 minutes of structured physical education/activity per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate assistance or modification to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included in to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.

- a. Identify feelings resulting from challenges, successes, and failures in physical activity.
- b. Select activities that are personally interesting and rewarding.
- c. Celebrate personal achievements as well as the achievements of others.

Objective 2: Practice appropriate risk taking.

- a. Identify safe and unsafe environments for activity participation.
- b. Describe the benefits and proper use of sunscreen and protective clothing while participating in outdoor activities.
- c. Demonstrate persistence in activities when unsuccessful in initial attempts.
- d. Participate willingly in new and appropriate activities.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Identify behaviors that may create conflict situations and predict possible consequences of conflict.

- b. Recognize and accept differences in personal backgrounds and skill levels.
- c. Accept responsibility for own actions without blaming others.
- d. Describe sportsmanship and the importance of following rules.

Objective 2: Follow rules and procedures while participating in activities.

- a. Demonstrate independence and appropriate use of time while participating in physical activity.
- b. Provide input in establishing rules, procedures, and respectful behaviors while participating in various physical activities.
- c. Work cooperatively with others (e.g., share equipment, invite a peer to take a turn, and help refocus off-task students).
- d. Manage equipment responsibly (e.g., check out and return equipment/supplies as required by the teacher and assist with setup and takedown of equipment).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Identify reasons why activity is important for fitness, both at school and at home.
- b. Describe the health-related components of physical fitness (e.g., flexibility, cardiovascular endurance, muscular strength and endurance, body composition, proper nutrition).
- c. Develop a home physical activity schedule that may include family, friends, and pets.
- d. Measure fitness progress by using pre- and post-testing (e.g., FitnessGram, President's Challenge, Physical Best).

Objective 2: Describe how proper nutrition impacts health and physical fitness.

- a. Identify foods rich in proteins, fats, and carbohydrates, and describe the primary function of each.
- b. Identify snack foods and drinks that are unhealthy.
- c. Describe the importance of drinking water before and after exercise.
- d. Describe the "calories in/calories out" principle for nutrition-activity balance.
- e. Formulate a balanced diet based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous physical activities.

- a. Describe how and why the body responds to activity participation (e.g., physiological changes such as sweating, increased heart rate, heavy breathing).
- b. Perform a variety of stretches following *low-intensity* (e.g., walking, jogging, dancing) warm-up activities.
- c. Participate in a variety of activities that develop cardiovascular fitness (e.g., jump rope, tag games, running).
- d. Participate in a variety of activities that develop muscular strength and endurance (e.g., push-ups, curl-ups).

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Review basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding, leaping, galloping).
- b. Identify the enjoyable aspects of playing a game.
- c. Demonstrate non-manipulative and manipulative skills while moving through general space.
- d. Demonstrate and apply basic techniques for combined movement skills (e.g., running and then leaping).

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Demonstrate the essential components for throwing, catching, and kicking skills (e.g., throw and catch a variety of objects, kick to a stationary/moving target, dribble with dominant hand/foot, pass a ball to a moving partner).
- b. Demonstrate throwing, catching, and kicking skills in movement combinations (e.g., perform tasks while dodging and moving in zigzag, straight, and curved pathways; catch a ball and throw it back to a partner while moving).
- c. Synchronize movement to a rhythm (e.g., perform and create various simple combinations to a beat by moving forward, backward, and sideways).
- d. Demonstrate various movement techniques and strategies in game-like drills (e.g., passing a soccer ball to a teammate or running to an open spot to receive a pass).

Fourth Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klisch, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the fourth grade level, student's hand-eye coordination has improved, allowing for advanced instruction in individual and team activities. Fourth grade students are able to understand rules and the importance of following them. Student instructional groups/teams should be kept small to give all students the opportunity for successful participation. Students learn the importance of nutrition as it relates to health and physical fitness. Life skills are embedded in the curriculum. It is recommended that all students receive a minimum of 150 minutes of structured physical education/activity per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications to provide them with success in physical education. Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.

- a. Identify and express feelings resulting from challenges and successes.
- b. Choose activities that can be enjoyed alone and activities that include others.
- c. Select activities that are personally interesting and rewarding.
- d. Celebrate successes and achievements of self as well as those of others.

Objective 2: Practice appropriate risk taking.

- a. Describe the importance of using sunscreen and protective clothing while participating in outdoor activities.
- b. Describe safety precautions associated with activity selection.
- c. Demonstrate persistence in skill development when not successful on the first attempt.
- d. Participate willingly in new activities.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Demonstrate personal responsibility for rules and procedures (e.g., manage equipment, stay on task, play fairly, and look out for the safety of self and others).
- b. Work cooperatively and productively (e.g., listen to instructions, organize and begin activities promptly, include all members of a group).
- c. Demonstrate conflict management skills (e.g., identify behaviors that might create conflict, predict consequences of conflict, and consider acceptable methods for managing it).
- d. Demonstrate support for others (e.g., provide encouragement, give skill cues, assist other students).

Objective 2: Recognize the attributes that individuals bring to group activities.

- a. Show respect for people of different backgrounds and skill levels and the cultural significance of various activities.
- b. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior (e.g., praise, modification of activities, and positive gestures).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Identify the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).
- b. Describe the healthful benefits that result from regular and appropriate participation in physical activity.
- c. Maintain continuous aerobic activity for a specified time.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify and determine the functions of key vitamins and minerals vital to a healthy body (e.g., vitamins B and C, minerals, calcium, iron).
- b. Describe nutritional problems related to vitamin and/or mineral deficiencies.
- c. Describe the benefits of proper nutrition and exercise.
- d. Explain the role that heredity plays in growth and development.
- e. Design a balanced eating plan based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Use personal fitness assessment data to enhance understanding of physical fitness and to improve personal fitness levels.

- a. Identify how cardiovascular fitness is achieved and maintained.
- b. Monitor heart rate before, during, and after activity.
- c. Apply data from a standardized health-related fitness assessment to determine personal fitness goals (e.g., FitnessGram, President's Challenge, and Physical Best).
- d. Apply the FITT (Frequency, Intensity, Time, Type) Principle of Training to implement personal fitness goals and to identify personal strengths and areas for improvement.

Objective 4: Participate in a variety of moderate to vigorous physical activities.

- a. Identify daily activities that improve physical fitness (e.g., using stairs instead of an elevator, riding a bike instead of riding in a bus or car, playing outside instead of watching television or playing computer games).
- b. Participate in activities that improve cardiovascular endurance (e.g., running, power walking, in-line skating, swimming, hiking, bicycling, aerobic dancing, and cross-country skiing).
- c. Participate in activities that improve flexibility at major joints (e.g., stretching after warm-up activities).
- d. Participate in activities that improve muscular strength and endurance (e.g., push-ups, pull-ups, curl-ups, toe raises, lunges).
- e. Participate in regular physical activity at home, at school, and in the community.

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Review the basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding leaping, galloping).
- b. Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.
- c. Demonstrate the follow through in various sports skills (e.g., overhead throw, football pass, basketball set shot, soccer kick).
- d. Demonstrate correct form in various manipulative skills (e.g., basketball and soccer dribble, etc.).

Objective 2: Demonstrate a variety skills in sports and game activities.

- a. Describe the basic rules of various sports and activities (e.g., basketball, soccer, flag football, volleyball, softball, and others).
- b. Perform throwing, catching, and kicking skills in game and modified sports activities (e.g., throw to a partner while he/she runs to catch; dribble and pass a soccer/basketball to a moving receiver; catch a thrown object; continuously strike a ball against a backboard or wall using a bat, racquet, or one's hand, foot, arm, or leg).
- c. Demonstrate moving to a rhythm in a variety of multicultural and American dances, creating shapes, levels, pathways, and movement patterns that have an apparent beginning, middle, and end.
- d. Demonstrate smooth sequences that combine four or more of the following movements: balancing, jumping/landing, twisting, turning, stretching, and other types of weight transfer.

Fifth Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the fifth grade level students understand the concept of fair play and begin to recognize the varying skill levels within a class. Playing by the rules and respecting self and others are emphasized as students participate in cooperative and competitive physical education activities. Students see how levels of physical activity and food intake are related to obesity and obesity-related diseases. Life skills are embedded in the curriculum. It is recommended that, in addition to recess, all students receive a minimum of 150 minutes of structured physical education per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications in order to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Emphasize how physical activity provides an opportunity for enjoyment.

- a. Identify and participate in activities that are personally interesting and rewarding.
- b. Accept differences in personal backgrounds and skill levels.
- c. Participate in regular physical activity at home, at school, and in the community.
- d. Celebrate physical education achievements of self as well as those of others.

Objective 2: Practice appropriate risk taking.

- a. Identify safe and unsafe environments for activity participation.
- b. Describe the number ratings for sunscreen protection.
- c. Demonstrate persistence in activities when unsuccessful in initial attempts.
- d. Participate willingly in new activities.
- e. Identify dangers of exercising in extreme temperatures and/or polluted air.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Accept responsibility for own actions without blaming others.
- b. Respect self and others in activity participation.
- c. Display appropriate cooperative behaviors (e.g., take turns, acknowledge the accomplishments of others).

Objective 2: Follow rules and procedures while participating in activities.

- a. Identify behaviors that might create conflicts, and predict possible consequences.
- b. Describe and follow the rules of various games and activities.
- c. Demonstrate good sportsmanship (e.g., accept official's decisions, use appropriate language, honestly report activity results).
- d. Work independently and with others to improve the learning experience (e.g., give encouragement, provide feedback for skill development, and acknowledge accomplishments).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Review the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).
- b. Identify healthful benefits that result from regular and appropriate participation in physical activity.
- c. Identify and demonstrate proper lifting technique.
- d. Assess gains in physical fitness by using national tests (e.g., FitnessGram, President's Challenge, Physical Best).
- e. Record fitness activity participation in a personal activity journal.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify how levels of physical activity and dietary intake are related to levels of obesity, heart disease, cancer, diabetes, and eating disorders.
- b. Identify foods used as energy sources.
- c. Describe the importance of consuming five servings of fruits and/or vegetables on a daily basis.
- d. Describe how food intake and exercise affect energy levels and body composition.
- e. Demonstrate proper meal selection based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous physical activities.

- a. Identify and utilize proper warm-up, conditioning, and cool-down techniques.
- b. Evaluate various activities for fitness benefits.
- c. Participate in continuous aerobic activity for a specified time.
- d. Participate in activities that affect all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.
- b. Create and perform different types of rhythm/dance patterns (e.g., Lummi sticks, creative movement, line dance, tinikling).
- c. Identify and apply principles of practice to improve performance (e.g., form, consistency, and repetition).
- d. Demonstrate complex movement activities (e.g., jumping and landing, smooth change of direction, balance, and weight transfer).
- e. Demonstrate a knowledge of basic rules for a variety of activities (e.g., tennis, floor hockey, soccer, volleyball).

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Perform throwing, catching, and dodging skills in modified and regulation sports activities.
- b. Strike a moving ball with a bat, racquet, or paddle, using correct techniques.
- c. Demonstrate basic small group offensive and defensive tactics and strategies in game situations (e.g., body fakes, degrees of speed, change of direction, body positioning while moving and guarding).
- d. Demonstrate principles of accuracy, force, opposition, and follow-through when kicking, dribbling, striking, or throwing in game situations.

Sixth Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 Years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the sixth grade level, students are able to participate in competitive and cooperative activities and give skill feedback to other students. They are more independent, seek out new challenges in group and individual activities, and have an interest in helping others. Organized games, with the emphasis on cooperating with teammates to be successful, are important. At this level, students learn how weight can be managed in a healthy way through proper nutrition and exercise. Life skills are embedded in the curriculum, and it is recommended that, in addition to recess, all students receive a minimum of 150 minutes of physical education per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications in order to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Emphasize how physical activity provides opportunity for enjoyment and self-expression.

- a. Explore a number of new and different activities that bring personal enjoyment.
- b. Explain how physical activity can provide enjoyable social interaction.
- c. Participate in activities that are personally challenging.
- d. Celebrate successes and achievements of self and others.

Objective 2: Demonstrate appropriate risk taking.

- a. Identify and express feelings resulting from challenges.
- b. Explain appropriate and inappropriate risks based on experience and ability.
- c. Describe the importance of sun protection and how it may prevent melanoma.
- d. Demonstrate a basic understanding of first aid principles.
- e. Demonstrate persistence in activities when unsuccessful in prior attempts.
- f. Develop strategies for exercising in extreme temperatures and/or polluted air.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Consider the feelings of all participants in managing conflict situations.
- b. Participate with and show respect for students of similar and different skill levels.
- c. Demonstrate responsible behavior in using time, applying rules, and following through with decisions.
- d. Demonstrate the ability to lead and to follow.
- e. Initiate skill practice to improve performance.

Objective 2: Follow rules and procedures while participating in activities.

- a. Identify safety rules and the value of following them in activity settings.
- b. Participate in a group/team to accomplish a set goal (e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate progress/success of group activity).
- c. Follow game rules and accept and respect officials' decisions, whether the officials are students, teachers or outside-of-school personnel.
- d. Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation).
- e. Demonstrate good sportsmanship (e.g., acknowledge others' efforts, honestly report activity results, and use appropriate language).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Describe and apply basic principles of training (e.g., FITT (Frequency, Intensity, Time, Type), overload, progression).
- b. Monitor personal fitness data to evaluate physical fitness (e.g., FitnessGram, President's Challenge, Physical Best).
- c. Utilize fitness assessment results to set fitness goals, design a fitness plan, monitor progress, and make modifications.
- d. Demonstrate the use of resting and working pulse rates to evaluate intensity of workouts and the benefits derived from understanding the changing heart rates.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify strategies to manage weight through proper nutrition and exercise.
- b. Describe how people have different needs at different ages for weight management.
- c. Describe the "calories in/calories out" principle of weight control.
- d. Analyze and compare personal food intake to Food Pyramid recommendations (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous activities.

- a. Identify and demonstrate proper warm-up, conditioning, and cool-down techniques.

- b. Participate in games, sport and recreational pursuits both in and outside of school based on individual interests and capabilities.
- c. Participate in activities designed to improve all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).
- d. Participate in some form of health-enhancing physical activity each day.

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Describe how general movement skills can be translated to a number of different activities.
- b. Demonstrate movement sequences to rhythm (e.g., square dance, line dance, folk dances from foreign countries, Lummi sticks, tinikling, rope jumping).
- c. Demonstrate the use of patterns and combinations of movement and non-movement activities into repeatable sequences.
- d. Analyze movement patterns and make personal adjustments to improve performance.
- e. Demonstrate individual and team strategies in game settings.

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Identify and move to an open space in a game situation (e.g., move and create an open space to receive a pass, maintain appropriate distance from another player in a passing or guarding situation, and pass to a moving teammate).
- b. Demonstrate various striking skills in game situations.
- c. Throw and catch or kick and receive a ball consistently while being guarded by opponents.
- d. Demonstrate the ability to play assigned positions in various game situations (e.g., back-row player in volleyball, guard in basketball, first base in softball, goalie in floor hockey).
- e. Demonstrate basic offensive and defensive skills in a modified version of team sports (e.g., two-on-two basketball, three-on-three soccer, four-on-four flag football).

Physical Education 7

Beginning Team Sports Activities

Beginning Team Sports Activities is an entry-level course emphasizing beginner skills in a broad spectrum of activities in order to develop a foundation for future physical education classes. The course content is developmentally appropriate for seventh grade students who, in most instances, will be experiencing a formal physical education class for the first time.

At grade 7 students are still mastering basic manipulative skills such as throwing, catching, striking, and kicking, and are ready to engage in lead-up games and drills that provide a step-wise progression toward participation in regulation or advanced play. The process of movement-skill acquisition is ongoing through mastery of basic manipulative skills as students explore a variety of team sports, movement and rhythmic activities. Students apply skills in modified games and may be introduced to regulation rules and game play. Teams are kept small, allowing maximum participation and involvement by all students.

Students in *Beginning Team Sports Activities* are introduced to the elements of physical fitness and are responsible for learning the basic vocabulary. Pre and post fitness tests are appropriate, with results being used to provide personal information, individualize instruction, and indicate student improvement. *Fitness scores are never used as the primary factor in the grading process. Teachers may consider using the FitnessGram or Presidential Fitness Test to assess fitness levels.* In addition to physical skills, instruction includes cognitive and social development. Students value fair play and social interaction and learn to celebrate individual differences in activity settings.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered that are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so that students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Beginning Team Sports Activities Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate the correct technique for a variety of basic skills.

- a. Perform individual movement skills such as walking, running, sliding, and jumping.
- b. Perform individual non-movement skills such as stretching, bending, and twisting.
- c. Perform individual manipulative skills such as throwing, kicking, and striking a variety of objects, demonstrating both accuracy and force.

Objective 2: Apply correct techniques of basic skills during lead-up games and in rhythmic activities.

- a. Perform movement and non-movement skills with a partner or small group in lead-up activities, e.g., 1 x 1, 2 x 2, 2 x 1.
- b. Perform manipulative skills while working individually or with a partner in activities such as dribbling a basketball, kicking a soccer ball, or volleying a tennis ball.
- c. Combine manipulative skills while working individually or with a partner, as in dribbling and shooting a soccer ball or basketball, or receiving a pass and shooting a hockey puck.
- d. Identify and practice weight transfer, follow-through, and body-target alignment, common components in a variety of skills.

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

Objective 1: Identify ways to link and transfer basic manipulative skills and concepts to specialized sports skills.

- a. Recognize the similarities between manipulative skills in different activities such as the tennis serve and the overhand volleyball serve, the underhand badminton serve and the underhand softball throw, and the backhand stroke in tennis and the Frisbee backhand throw.
- b. Link different skills like dribbling and passing a basketball, receiving and dribbling a soccer ball, or receiving a pass and kicking a soccer goal.
- c. Perform skills while moving alone or with partners.

Objective 2: Set goals and apply concepts for the development of movement skills and to improve performance.

- a. Recognize that time and effort are prerequisites for skill improvement.
- b. Identify steps to setting goals.
- c. Identify successful cues for improved skill performance.
- d. Move to open space to receive a pass in a variety of activities.
- e. Move to a space to defend in a number of activities.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal fitness level and create personal fitness goals. *Caution: Assessment of body composition is inappropriate at this level.*

- a. Determine personal fitness levels and improvement through pre-and-post-testing in the elements of physical fitness (muscular strength and endurance, flexibility, cardiovascular endurance).
- b. Create personal goals based on fitness assessment.
- c. Monitor progress toward fitness goals by using a checklist or journal.
- d. Recognize that fitness programs are based on each individual's needs.

Objective 2: Participate in activities that promote physical fitness.

- a. Describe the components and principles of physical fitness.
- b. Participate in activities that improve flexibility before and after exercise.
- c. Participate in activities that improve muscular strength and endurance at least three times a week.
- d. Participate in moderate to vigorous activity for a minimum of 30 minutes, three times a week.
- e. Explore a number of new physical activities for personal interest during physical education class.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Demonstrate knowledge of the components of physical fitness.

- a. Compare aerobic and anaerobic exercises.
- b. Distinguish between muscular strength and muscular endurance and between cardiovascular and muscular endurance.
- c. Participate in activities that are appropriate for improving each component of physical fitness.
- d. Apply **FITT** (frequency, intensity, time, and type) fitness activity guidelines.
- e. Use technology to monitor and improve skill and fitness levels.

Objective 2: Explore the relationship between physical activity and proper nutritional choice.

- a. Investigate the concept of energy balance.
- b. Review the structure of the food pyramid.
- c. Describe the benefits of exercise and proper nutrition and the consequences of inactivity and poor eating habits.

Objective 3: Demonstrate the proper biomechanical principles of posture.

- a. Demonstrate proper posture while standing, sitting, and lifting.
- b. Identify exercises contributing to abdominal strength.
- c. Identify opposing muscle groups.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.

Objective 1: Demonstrate the ability to make responsible choices in activity settings.

- a. Make safe choices for self and others in operating equipment properly.
- b. Follow rules in activity participation.
- c. Consider consequences when confronted with a behavior choice.
- d. Keep winning and losing in perspective.
- e. Resolve interpersonal conflicts with empathy for rights and feelings of others.
- f. Understand how to act independently of peer pressure.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Demonstrate the ability to follow as well as lead in activity settings.
- b. Accept decisions of officials in a respectful manner.
- c. Handle conflicts that arise with others without confrontation.
- d. Recognize the influence of peer pressure.
- e. Participate respectfully and display sensitivity to the feelings of others while participating in activities with students of different abilities, gender, skills, and cultures.

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

Objective 1: Demonstrate the health-enhancing benefits of physical activity and proper nutrition.

- a. Recognize the positive connection between proper nutrition and exercise.
- b. Recognize that effective fitness and activity program choices will vary among individuals.
- c. Use activity participation to reduce stress.
- d. Participate in activities that develop all elements of physical fitness.

Objective 2: Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.

- a. Celebrate successes and achievements by self and others.
- b. Participate in activities that are personally challenging and rewarding.
- c. Identify appropriate risks in activity selection.
- d. Appreciate how physical activity can provide social interaction among people of varying ability levels in team activities.

Physical Education 8 Intermediate Activities

Intermediate Activities offers a wide range of developmentally appropriate activities that are increasingly complex in content, concept, and skill development and execution. Students continue to practice skills in modified form but begin to participate in regulation games with more complex playing environments than those experienced in *Beginning Activities*. Teams are kept small, allowing maximum participation and involvement by all students. Cooperative as well as traditional sports activities are included in the curriculum.

Intermediate Activities incorporates more in-depth instruction and application of the elements of physical fitness. Students begin to see the relationship between proper nutritional choices and physical activity for the maintenance of a lifelong healthy lifestyle. Activity journals are introduced as a means of tracking progress toward personal fitness goals and self-assessment.

Pre and post fitness tests are used to provide personal information, to individualize instruction, and to indicate student improvement. *Fitness scores are never used as the primary factor in the grading process.* Fitness tests to be considered are the *Presidential Physical Fitness Test* and the *FitnessGram*.

Intermediate Activities continues social and cognitive development with reading and writing experiences introduced to broaden the physical education experience. The curriculum continues to offer a scope and sequence of activities to challenge students of all abilities and skill levels. The instruction closely articulates with the 7th grade content, but is not repetitive in activity selection.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered which are safe and developmentally appropriate, and enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Intermediate Activities Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate the correct technique for a variety of movement skills.

- a. Perform movement skills such as walking, running, and jumping with efficiency and with proper form.
- b. Perform non-movement skills, such as stretching during warm-up and cool-down, with mature skill levels while working individually and with a partner.
- c. Perform advanced manipulative skills such as kicking and striking a variety of objects, demonstrating both accuracy and force while moving or being guarded.

Objective 2: Apply correct techniques of basic skills in a number of individual, dual, and team sport-specific activities.

- a. Consistently throw and catch or kick and receive a ball while being guarded by opponents.
- b. Combine skills with basic offensive and defensive strategies to participate in modified versions of individual and team sports.
- c. Review and demonstrate correct weight transfer, follow-through, and body-target alignment in a variety of activities.

Objective 3: Demonstrate correct technique in a variety of improvised rhythmic activities.

- a. Participate in a variety of dances such as square, folk, aerobic, modern, ballroom, and line.
- b. Perform rhythmic activities representing various cultures such as Native American, African, and Latin American dances.

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

Objective 1: Demonstrate ways to link and transfer basic manipulative skills and concepts to specialized sports activities.

- a. Apply the principle of transfer of learning by identifying similarities and differences of movement concepts to facilitate the learning of a new skill.
- b. Identify and analyze offensive and defensive strategies in a number of different activities.
- c. Describe the key elements, such as balance and follow-through, in the execution of sport-specific skills.

Objective 2: Set goals and monitor changes in the development of movement skills to improve performance.

- a. Recognize that time and effort are prerequisites for skill improvement.
- b. Review the goal-setting process.
- c. Use visual and mental cues to learn and self-assess performance.
- d. Understand the use of rubrics to assess performance levels.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal fitness level and maintain a basic exercise plan that incorporates all elements of physical fitness. *Caution: Assessment of body composition is inappropriate at this level.*

- a. Determine personal fitness levels using a variety of assessment instruments.
- b. Design and implement a personal fitness program based on the fitness assessment results.
- c. Monitor progress through periodic fitness tests, activity journals, and computer software programs.
- d. Evaluate progress and adjust fitness plan to meet individual needs.

Objective 2: Participate in activities that promote physical fitness.

- a. Participate in activities that develop flexibility, muscular strength and endurance, and cardiovascular fitness.
- b. Utilize the overload principle to improve all elements of physical fitness.
- c. Participate on small teams to promote maximum participation and fitness outcomes.
- d. Explore a variety of nontraditional physical activities such as orienteering, field hockey, and rock climbing during and after school hours.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Demonstrate knowledge of the elements of physical fitness.

- a. Define the elements of physical fitness.
- b. Correctly demonstrate various resistance-training techniques.
- c. Learn to relate pulse rate and physical energy expenditure.
- d. Maintain a daily activity journal as a record of physical fitness activities.
- e. Apply the **FITT** (frequency, intensity, time, type) guidelines to a number of activities.
- f. Participate in a daily stretching program to promote flexibility.

Objective 2: Describe the relationship between physical activity and proper nutritional choice.

- a. Review the concept of energy balance.
- b. Using a diet and activity log, analyze the balance between food intake and energy expenditure.
- c. Create a meal plan based on the food pyramid.
- d. Identify poor food choices and healthy alternatives.

Objective 3: Demonstrate the biomechanical principles of posture during activity.

- a. Demonstrate correct posture when lifting heavy objects.
- b. Identify exercises that contribute to trunk stabilization.
- c. Discuss the importance of balance in developing strength in opposing muscle groups.

Objective 4: Adjust and monitor fitness and exercise programs using a variety of technological resources.

- a. Assess and adjust personal fitness plan utilizing computer software for feedback.
- b. Evaluate intensity levels of activities using data from heart rate monitors and/or pulse sticks.
- c. Enhance the development of fitness plans through using information found on the Internet.

- d. Use camcorders or digital cameras to analyze performance and observe models of excellence in a variety of activities.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.

Objective 1: Demonstrate the ability to make responsible choices in activity settings.

- a. Identify and follow rules while playing sports and games, while keeping winning and losing in perspective.
- b. Make responsible choices based on the safety of self and others when participating in physical activities.
- c. Accept the consequences of personal behavior choices.
- d. Strive to act independently of peer pressure.
- e. Work to improve physical fitness and motor skills.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Demonstrate leadership in a number of activities.
- b. Work with a partner in fitness activities.
- c. Analyze factors contributing to performance outcomes without blaming others.
- d. Identify positive and negative peer influences.
- e. Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.

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

Objective 1: Appreciate the benefits of living a healthy lifestyle.

- a. Analyze and categorize physical activities and exercises according to their benefits throughout life.
- b. Recognize that, in addition to physical fitness, regular activity participation offers social and psychological benefits.
- c. Recognize how proper nutrition and exercise impact childhood obesity and type II diabetes.
- d. Recognize the importance of establishing a pattern of daily participation in a number of different activities.

Objective 2: Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.

- a. Develop strategies for overcoming fear of participating in new activities outside of personal comfort zones.
- b. Recognize individual abilities and limitations when determining goals and personal challenges.
- c. Respect, appreciate, and enjoy the aesthetic and creative aspects of activity participation.
- d. Participate in activities that offer social interaction with people of varying ability levels and different social and cultural backgrounds.

Fitness for Life

Fitness for Life is an individualized, concepts-based, one-semester course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is required of all students and there are no substitutions, including participation in athletics. *Fitness for Life* may be taken anytime during grades nine through twelve, but it is strongly recommended that students take the class in either the ninth or tenth grade year. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities.

Students become proficient in the use of a variety of assessments, measurement devices, exercise equipment, web and community resources, and computer software. Assigned reading and writing assignments, which include activity journals and portfolios, broaden the physical education experience and contribute to the literacy of students. An approved student text or the USOE *Fitness for Life Curriculum Guide* is an integral part of the course. Opportunities for academic service-learning are made available to students.

Fitness for Life presents students with the most substantial fitness education they will receive in high school. The teacher directly supervises classroom and participation sessions and serves as both facilitator and instructor working to individualize programs and outcomes for students. Fitness testing is used to establish individual baseline levels for designing fitness programs, to show improvement, and to provide students with personal information. Scores on fitness tests are not used as the primary or only measure of success in *Fitness for Life*. The *FitnessGram* and the *Presidential Physical Fitness Test* are recommended for use in this class.

Outside resources such as guest speakers and local facilities are utilized to increase the effectiveness of this course. Teachers guide students to make individual decisions about their personal fitness programs and to develop positive attitudes and behaviors toward proper nutrition and fitness activities.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered which are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is delivered effectively. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Fitness for Life may be taught in conjunction and integrated with the required *Health Education* course in the tenth grade. This course is a two-semester class, is team-taught, and students receive .5 credit for *Health* and .5 credit for *Fitness for Life*. Students do not receive health or physical education credit when they have attended the combined course for only one semester.

There are no substitutes for this class, but students may elect to take *Fitness for Life* through the Electronic High School or earn credit by passing the *Fitness for Life* Competency Test if offered by the local district.

Fitness for Life Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate an understanding of the fitness outcomes in a variety of activities.

- a. Demonstrate basic competence in a variety of activities that contribute to improvement of overall fitness.
- b. Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide fitness benefits.
- c. Modify sports and activities to include an aerobic benefit.
- d. Use **FITT** (frequency, intensity, time, type) guidelines to evaluate activities.

Objective 2: Demonstrate active participation outside of the school day.

- a. Participate in recreational activities offered through community agencies.
- b. Participate in activities developing fitness outside of the school day.
- c. Maintain activity journals illustrating activity participation outside of school hours.

Standard 2: Students will demonstrate understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the learning and performance of fitness activities.

Objective 1: Recognize the relationship between physical activity and personal health.

- a. Recognize that health-related fitness is a lifelong process unique to each individual.
- b. Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.
- c. Describe how physical activity affects body mass composition, including muscle and fat percentages and bone density.
- d. Describe the mental, social, and psychological benefits of physical activity.
- e. Describe how exercise increases longevity and quality of life through the reduction of stress.

Objective 2: Explain the elements of physical fitness, e.g., flexibility, cardiovascular endurance, and body composition).

- a. Review the elements of physical fitness.
- b. Define maximum volume of oxygen uptake (VO₂ Max), respiratory rate, cardiac output, stroke volume, and heart rate, all concepts of cardiovascular endurance.
- c. Explore concepts related to flexibility, e.g., genetics, static vs. ballistic stretching, and joint variations.
- d. Explain the concepts related to muscular strength, e.g., isotonic, isometric, and isokinetic exercises, the overload principle, and the work/rest ratio.
- e. Explain the concepts related to muscular endurance, e.g., high repetitions with low resistance, sport specificity, and the work/rest ratio.
- f. Explain the concepts related to body composition, e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition.

Objective 3: Explain training principles and how they impact physical fitness.

- a. Explain the principles of warm-up and cool-down as they relate to proper stretching, active vs. passive recovery, and injury prevention and rehabilitation.
- b. Explain methods and the importance of using heart rates to monitor the intensity of physical activities.
- c. Calculate individual target heart rate training zones by using the maximum heart rate formula or maximum heart rate reserve formula.
- d. Provide definitions for overload, progression, specificity, reversibility, frequency, duration, intensity, and rest and recovery.
- e. Compare aerobic and anaerobic activities, showing examples of each.
- f. Observe safety precautions in training, e.g., over-training, altitude, pollution, and temperature extremes.
- g. Develop weight-training programs to build muscular strength, muscular endurance or a combination of the two.

Objective 4: Understand the relationship between proper nutrition and personal health and fitness.

- a. Explain the role of nutrition in overall health and fitness.
- b. Explain proper balance between food intake and energy expenditure.
- c. Compare the effects and/or dangers of weight loss and gain on body composition and personal health.
- d. Identify the benefits and dangers of various dietary supplements such as vitamins, minerals, herbs, power drinks, steroids, and performance-enhancing drugs.
- e. Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal health and fitness levels.

- a. Research family history for health-risk factors such as coronary heart disease, cancer, diabetes, cholesterol, and blood pressure.
- b. Assess known personal health risk factors considering age, gender, body composition, blood pressure, heart rate, cholesterol levels, and daily stress situations.
- c. Assess personal fitness status regarding activity participation, energy expenditure, elements of physical fitness, and nutritional practices.

Objective 2: Develop and implement a personal fitness plan.

- a. Pre-test to establish baseline fitness information for muscular strength and endurance, flexibility, body composition, heart rate, blood pressure, and cardiovascular endurance.
- b. Develop personal fitness goals based on the pre-testing results and use a post-test to show progress and improvement.
- c. List and evaluate activities that develop specific elements of physical fitness.
- d. Participate in a variety of individual and group activities appropriate for enhancing physical fitness both during and after school hours.
- e. Incorporate appropriate training principles including overload, progression, specificity, intervals, circuits, reversibility, maximum heart rate, target heart rate, perceived exertion, and rest and recovery.

- f. Calculate and monitor daily caloric intake and expenditure for weight management, and utilize an activity journal to track progress.

Standard 4: Students will achieve and maintain a health-enhancing level of physical fitness.

Objective 1: Participate in personally meaningful activities.

- a. Participate regularly in physical activities that contribute to the attainment and maintenance of personal fitness goals.
- b. Use results of post fitness assessments to guide changes in fitness plan.
- c. Analyze time, cost, and accessibility factors in determining activity participation in community settings.
- d. Recognize how physical activities impact a person's physical, emotional, social, and intellectual well-being.

Objective 2: Use a variety of technological resources to design, monitor, and adjust fitness programs.

- a. Use heart rate monitors or pulse sticks to monitor heart rates.
- b. Calculate body composition by using skin-fold calipers or electrical impedance analyzers.
- c. Calculate blood pressure using digital monitors.
- d. Use computer software to track progress in fitness programs and to perform a nutritional analysis.
- e. Access various websites to assist in developing, evaluating, and revising personal fitness programs.

Standard 5: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Accept diversity of people in activity settings.

- a. Demonstrate acceptance of others regarding varying skills, abilities, limitations, and cultural backgrounds.
- b. Take an active role in helping others achieve success.
- c. Identify the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.

Objective 2: Make responsible choices in activity settings.

- a. Recognize the effects of environmental conditions like wind, temperature, humidity, and altitude on activity performance.
- b. Examine the effects of substance abuse on health and performance.
- c. Explore the consequences of eating disorders at either end of the spectrum.
- d. Identify appropriate risks and safety factors in the selection of fitness activities.
- e. Accept responsibility for personal choices.

Objective 3: Demonstrate personal responsibility and the ability to work with others in activity settings.

- a. Utilize time effectively to set personal goals, practice, and complete assigned tasks.
- b. Work independently and on task with a partner and in small or large group activities.
- c. Demonstrate maturity and self-control in conflict situations.
- d. Take a supportive role to encourage and positively influence peers in a variety of activity settings.
- e. Participate in academic service-learning activities available in the community.

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

Objective 1: Understand that physical activity provides opportunities for enjoyment and social interaction.

- a. Select competitive and recreational activities that bring personal satisfaction.
- b. Appreciate the aesthetic value of activity participation in a variety of settings.
- c. Recognize that physical activities offer a positive environment to meet and interact with people of varying interests and ability levels.
- d. Describe how the participation with others can positively influence the attainment of personal fitness goals.

Objective 2: Recognize that physical activity provides opportunities for personal challenge.

- a. Explore a variety of personally challenging activities during and after school hours.
- b. Voluntarily participate in competitive and recreational activities.
- c. Utilize short- and long-term goals in activity selection.
- d. Define challenges and risk factors that change with the aging process.

Objective 3: Utilize physical activities to provide opportunities for self-expression.

- a. Choose activities that are personally rewarding.
- b. Utilize imagination, self-expression, and creativity in designing personal fitness plans.
- c. Bolster self-esteem through activity participation.
- d. Participate in programs and facilities in the community that foster activity choice and self-expression.

Individualized Lifetime Activities

Individualized Lifetime Activities is a number of one-semester classes. They are designed to offer a higher level of proficiency and more in-depth instruction in up to three different lifetime activities. Activities requiring large numbers of participants, where individual participation may be limited, are not appropriate; rather, the curriculum should emphasize individual or dual activities. Team sports are not emphasized, and only those with carry-over value as lifetime activities are offered. Improved fitness is a goal of each *Individualized Lifetime Activities* course. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in up to three lifetime activities. Competency is defined as the ability to apply basic skills, strategies, and rules using standardized guidelines or rubrics.

Examples of activities which may be included, but not limited to, are golf, archery, bowling, weight training and conditioning, aerobics, walking, jogging, climbing, social dance, disc golf, tennis, disc football with no more than six members per team, in-line skating, biking, fishing, martial arts, and aquatics. Physical fitness and proper nutrition are emphasized as necessary for maintaining good health throughout life, and physical activity is taught as a means of reducing stress. Assigned reading and writing assignments, which include activity journals and/or portfolios, broaden the physical education experience and contribute to the literacy of students. Opportunities for academic service-learning are made available to students.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities offered are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Program to Expand Student Opportunities — With prior approval of the physical education department, lifetime activities courses may be offered and taught by individuals outside of the physical education department during the school day. Teachers of these activities must be certified specialists in the activities they teach and must have current cards for First Aid and CPR. This also applies to courses students may take in the community or at local colleges or universities during the summer months.

Individualized Lifetime Activities

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Apply required techniques to be competent in a variety of sport, adventure, and fitness activities.

- a. Demonstrate basic competence and participation in a variety of areas that may include individual and group activities, leisure/lifetime activities, aquatics, and cooperative activities.
- b. Participate successfully in activities using advanced skills and strategies with increasingly more complex movement skills, while consistently following rules and regulations.

Objective 2: Demonstrate the necessary knowledge and skills to be proficient in a few movement forms.

- a. Identify the critical elements of increasingly complex game and movement forms.
- b. Demonstrate understanding of the advanced skills, strategies, and rules of activities.
- c. Use mental and physical cues in practicing activities.
- d. Detect and correct errors in personal performance and in the performance of others.
- e. Use internal and external feedback to analyze and improve performance.

Standard 2: Students will demonstrate understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the performance of movement activities.

Objective 1: Demonstrate knowledge of the relationships of movement concepts including physical, mental, and social applications.

- a. Demonstrate the importance of proper form to success in activities; the influence of strength, speed and size; and the type of equipment used.
- b. Apply biomechanical principles to analyze and improve activity performance.
- c. Understand physiological concepts as they relate to aerobic and anaerobic activities.
- d. Communicate to improve group performance and develop strategies to include others in activity settings.
- e. Use visualization to improve performance.

Objective 2: Apply movement concepts to the learning and development of movement skills.

- a. Demonstrate transfer of basic manipulative skills and concepts to specific sports and activities.
- b. Analyze performance through the use of video and digital cameras and other means.
- c. Design appropriate practice sessions based on personal needs to improve performance.
- d. Identify how skill, strength, previous experience, desire to play, and other personal characteristics affect participation in specific types of activities or practice sessions.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Participate in activities that promote physical fitness and enjoyment.

- a. Identify the fitness benefits in a variety of activities.
- b. Identify and utilize activities and facilities in the community that meet personal participation and fitness needs.
- c. Use readily available resources and materials to engage in home fitness activities.
- d. Participate in lifetime activities that are personally rewarding.

Objective 2: Apply the knowledge to be able to develop and maintain an active lifestyle.

- a. Analyze lifelong activity participation considering age, gender, family needs, job demands, and socioeconomic status.
- b. Self-assess all components of physical fitness using a variety of assessment tools.
- c. Design short-term and long-term personal fitness programs.
- d. Analyze the nutritional aspects of developing and maintaining a healthy lifestyle.
- e. Use activity journals/portfolios to track personal progress in developing and maintaining fitness.

Standard 4: Students will achieve and maintain a health-enhancing level of physical fitness.

Objective 1: Participate in activities to develop a foundation of physical fitness.

- a. Participate in activities that develop muscular strength and/or endurance, flexibility and cardiovascular fitness.
- b. Recognize the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease.

Objective 2: Adjust and monitor fitness and the execution of movement skills using a variety of technological resources.

- a. Demonstrate familiarity with a variety of computer software programs for improving and monitoring skills and fitness levels.
- b. Create a video individually or with a partner to illustrate correct form and technique in selected activities.
- c. Use a camcorder or digital camera to identify key elements of an activity or to provide a record of improvement from the beginning to the end of an instructional period.
- d. Prepare reports on fitness and activity using Internet resources.
- e. Utilize heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and pedometers to assess and track fitness levels.

Standard 5: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Analyze potential dangers in exercise and activities and identify safe alternatives.
- b. Act independently of peer pressure in developing healthy choices.
- c. Set goals and work independently in pursuit of fitness and skill development.
- d. Recognize the meaning and importance of rules in activity participation.
- e. Practice budgeting time to complete fitness tasks.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Self-officiate in recreational sports.
- b. Positively recognize efforts by opponents in a number of different activities.
- c. Communicate with fellow participants to solve conflict without confrontation.

Objective 3: Demonstrate responsible social behavior.

- a. Be willing to walk away to avoid verbal or physical confrontation in activity settings.
- b. Listen to all sides before taking action in solving conflict.
- c. Develop strategies to include others in activity participation.
- d. Participate in academic service-learning projects to assist people in the community.

Objective 4: Demonstrate respect and understanding of differences among people in activity settings.

- a. Report on the historical roles and values of games, sports, and dance in different cultures.
- b. Participate in games and sports with participants of varying ability levels.
- c. Recognize the effects of age on activity performance and choice in a lifelong fitness and activity plan.
- d. Adapt or modify activities to include participants of diverse backgrounds and ability levels.

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

Objective 1: Demonstrate that physical activity provides opportunities for a lifelong healthy lifestyle.

- a. Know the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice.
- b. Explore indoor and outdoor activities offered in the community.
- c. Utilize personal knowledge to improve fitness and skill levels throughout the life cycle.
- d. Participate in activities to prevent and relieve everyday stress.

Objective 2: Demonstrate that physical activity provides opportunities for personal challenge.

- a. Differentiate between appropriate and inappropriate risks in activity selection and participation.
- b. Develop trust through adventure-based and cooperative learning activities.
- c. Recognize abilities and limitations when setting goals and personal challenges.

Objective 3: Demonstrate that physical activity provides opportunities for self-expression and social interaction.

- a. Explore new activities individually and with others.
- b. Choose activities that contribute to self-expression and social interaction.
- c. Extend participation in activities to non-school social environments.
- d. Visualize activity participation as a means of meeting, understanding, and participating with people of diverse backgrounds.

Participation Skills and Techniques

This semester class offers students instruction in lifetime activities and fulfills one P.E. requirement for high school graduation. Individual, dual, and team sports activities are included, with the emphasis on activities offering lifelong participation opportunities.

Participation Skills and Techniques is designed to develop competency in up to five different activities. Competency involves the ability to apply the basic skills, strategies, and rules using standardized guidelines or rubrics. Course activities present an extension of or newer content than that presented in previous classes, and the curriculum provides enough diverse offerings to meet the individual needs of all students. It is recommended that physical educators, grades 7-12, map the physical education curriculum offered at each level to avoid unnecessary repetition in the different physical education offerings.

Fitness testing is appropriate to provide personal information to the student and to measure improvement from the beginning to the end of a grading period. Fitness scores are never used as the primary factor in the grading process. The *FitnessGram* and *Presidential Physical Fitness Test* are two tests teachers may consider for use.

Examples of activities that may be included, but not limited to, are golf, archery, bowling, weight training, aerobics, walking, jogging, social dance, rope jumping, disc golf, disc football, in-line skating, biking, fishing, martial arts, and aquatics. Physical fitness and proper nutrition are emphasized as necessary for maintaining good health throughout life, and physical activity is taught as a means of reducing stress. Students in this class develop activity journals illustrating their participation in and out of class, and they are also introduced to opportunities in their communities for pursuing academic service-learning such as assisting senior citizens with household chores.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities offered are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule. Students may earn credit for this course by passing the *Participation Skills and Techniques Competency Test* if offered by the district.

Participation Skills and Techniques Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Attain competence in a variety of sport-specific skills by applying the required techniques.

- a. Develop proper movement skills for a variety of game, sport, and dance activities.
- b. Use combinations or sequences of movement skills in game or other activity settings.
- c. Participate in a number of individual and team activities demonstrating the basic skills, strategies, and rules.

Objective 2: Demonstrate proficiency in knowledge and skills in a few movement forms and use assessment results to improve performance.

- a. State and understand critical cues for movement skills.
- b. Demonstrate understanding of the basic skills, strategies, and rules in a variety of activities.
- c. Practice movement skills individually, with a partner, in a small group, and in regulation play.
- d. Assess skill performance of self and others using critical cues.
- e. Detect and correct errors in individual and group performance.

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

Objective 1: Demonstrate an understanding of movement concepts that include physical, mental, and social applications.

- a. Explain and give examples of movement and developmental concepts, i.e., the sequential nature of change, the uniqueness in the rates of physiological development, the nature of movement components, and the developmental stages skill acquisition.
- b. Explain and apply biomechanical principles related to stability of the center of gravity, the production and application of force, and safe methods of lifting and carrying heavy objects.
- c. Demonstrate a knowledge of concepts regarding the physiology of warming up and cooling down, the structure and function of the human body, the influence of individual differences in activity settings, and unsafe exercises.
- d. Explain the social and psychological aspects of sport, i.e., goal setting, stress reduction, self-assessment, self-image, group interaction and cooperation, empathy, and participation according to rules.

Objective 2: Apply movement concepts to the learning and development of skills.

- a. Analyze movement performance through a variety of means such as rubrics, self and peer assessment, video and computer analyses, and teacher feedback.
- b. Design personal practice sessions according to individual needs.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Demonstrate knowledge of the requirements for a healthy lifestyle.

- a. Recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity.
- b. Accurately explain the elements of physical fitness.
- c. Self-assess the elements of physical fitness, i.e., muscular and cardiovascular endurance, flexibility, and body composition, using a variety of instruments.
- d. Calculate maximum heart rate and exercise in a target heart rate zone.
- e. Develop short- and long-term goals for activity and physical fitness.

Objective 2: Participate in a variety of activities that promote individual satisfaction and physical fitness.

- a. Analyze and compare health and fitness benefits derived from a variety of activities.
- b. Participate in a number of class activities that promote strength, muscular and cardiovascular endurance, flexibility, and personal satisfaction.
- c. Adjust activities to increase fitness benefits by increasing pace and adding time and/or repetitions.
- d. Explore a variety of nontraditional physical activities for personal interest both during and outside of school hours.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Participate in a variety of activities in class and outside of school that develop a foundation of physical fitness.

- a. Identify and participate in a number of activities that develop muscular strength and endurance, flexibility, and cardiovascular endurance.
- b. Develop and maintain activity journals to track fitness and activity levels.
- c. Review **FITT** (Frequency, Intensity, Time, Type) guidelines as they apply to the development of physical fitness.
- d. Recognize that both proper nutrition and exercise are necessary for a lifelong healthy lifestyle.

Objective 2: Assess, adjust, and monitor physical activity using a variety of technological resources.

- a. Utilize computer software to assist in assessing and tracking fitness levels.
- b. Adjust intensity levels of various activities through monitoring pulse rates manually or by using heart-rate monitors or pulse sticks.
- c. Improve movement skills using camcorders or digital cameras to provide feedback and self-analysis.
- d. Use Internet resources to create reports on activity, nutrition, and lifelong wellness.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in activity settings.

Objective 1: Demonstrate responsible behavior in activity settings.

- a. Listen and consider consequences before taking action in conflict situations.
- b. Identify and address unsafe conditions and risky behaviors in activity settings.

- c. Follow recommended safety precautions and procedures.
- d. Keep the importance of winning and losing in perspective relative to other positive goals of participation.
- e. Apply safe practices, rules, and etiquette in all physical activity settings.

Objective 2: Demonstrate responsible social behavior in working with others in activity settings.

- a. Recognize when to lead and follow in group activity settings.
- b. Provide positive reinforcement to peers of all ability levels in activity settings.
- c. Analyze potential causes and solutions to conflict in activity settings.
- d. Explore ways of contributing to the community through academic service projects.

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

Objective 1: Demonstrate a respect for differences among people in activity settings.

- a. Work positively with others in diverse settings and groups.
- b. Explore/research sports and activities of other cultures.
- c. Value what each participant can do in an activity rather than emphasizing individual weaknesses.
- d. Recognize students who do not feel included and make a deliberate effort to involve them in activities.

Objective 2: Recognize that physical activity provides opportunities for enjoyment.

- a. Use physical activity to reduce the stress of everyday life through participation in activities that are personally rewarding.
- b. Utilize recreational facilities that are available in the community.
- c. Enjoy the satisfaction of interacting, participating, and competing with others in physical activities.