

126CSR44F

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

SERIES 44F

**21ST CENTURY PHYSICAL EDUCATION 5-12 CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.6)**

§126-44F-1. General.

1.1. Scope. W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.6 defines the content standards (or instructional goals) and objectives for physical education in grades 5-12 as required by Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5, §18-2-7a and §18-9A-22.

1.3. Filing Date. - March 19, 2007.

1.4. Effective Date. - July 1, 2008.

1.5. Repeal of former rule. - This legislative rule repeals and replaces W. Va. 126CSR44F, West Virginia Board of Education Policy 2520.6 "Physical Education Content Standards and Objectives for West Virginia Schools" filed May 8, 2003 and effective July 1, 2003.

§126-44F-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in physical education for grades 5-12.

§126-44F-3. Incorporation by Reference.

3.1. A copy of the 21st Century Physical Education 5-12 Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Healthy Schools.

§126-44F-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for 5-12 physical education, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptor.

West Virginia Department of Education

West Virginia Board of Education Policy
2520.6

*21st Century Physical Education 5-12
Content Standards and Objectives for
West Virginia Schools*

Steven L. Paine
State Superintendent

Foreword

A 21st century physical education curriculum is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.6, 21st Century Physical Education 5-12 Content Standards and Objectives for West Virginia Schools. The West Virginia Physical Education Standards for 21st Century Learning includes 21st century *content* standards and objectives as well as 21st century standards and objectives for *learning skills* and *technology tools*. This broadened scope of physical education curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

Committees of educators from across the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging physical education curriculum that would prepare students for the 21st century. West Virginia educators, including regular classroom teachers, special education teachers, and teachers representing higher education institutions played a key role in shaping the content standards to align with national standards, rigorous national assessments and research and best practice in the field of physical education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.6 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of “learning for all,” these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21st century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant physical education curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine

State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., PE for Physical Education);
- The letter S, for Standard; and
- The standard number.

Illustration: PE.S.1 refers to Physical Education content standard #1.

Numbering of Objectives

The number of each objective is composed of four parts, each part separated by a period:

- The content area code or course code;
- The grade level (an exception is high school physical education, which uses PE for the grade designation);
- The number of the content standard addressed; and
- The objective number.

Illustration: PE.6.2.03 refers to a Physical Education sixth grade objective that addresses standard #2 in Physical Education and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: PE.PD.8.02 refers to Physical Education performance descriptors for eighth grade, content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.6 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.6 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.6 is approved by the State Board of Education

The prefix for the UENs for each content area in Policy 2520.6 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.6 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for fifth grade physical education, standard #2 will be “200602.PE.5.02”.

Abbreviations

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| PE | Content Area | Physical Education |
| | CFS | Conditioning, Fitness and Strength Training |
| | LPA | Lifetime Physical Activities |
| | OA | Outdoor Adventure |

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| PD S | Other Abbreviations | |
| | Performance Descriptors | |
| | Standard (Content Standard) | |

PHYSICAL EDUCATION – POLICY 2520.6

West Virginia’s vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students’ learning environment.

Standard 1: Movement Forms (PE.S.1)

The intent of this standard is development of the movement/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.

Standard 2: Development of Motor Skills (PE.S.2)

The intent of this standard is for students to establish 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. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that could help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class.

Standard 3: Physical Activity (PE.S.3)

The intent of this standard is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote positive self image, thereby enticing people to continue participation in activity throughout the life span.

Standard 4: Physical Fitness (PE.S.4)

The intent of this standard is for students to have both the ability and willingness to accept responsibility for personal fitness leading to an active, health 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.

Standard 5: Responsible Personal and Social Behavior (PE.S.5)

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 in sport, 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.

Fifth Grade Physical Education Content Standards and Objectives

The goal of the physical education program of study at the fifth grade level is to continue a vigorous program to enhance physical development and foster participation in enjoyable physical activity outside the classroom. The objectives emphasize lifetime wellness, social skills, motor/skill development, movement/rhythmic development, and physical activity. Physical activity is important to the physical, emotional and social maturation of students at this age. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| Grade 5 | | Physical Education | | |
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| Standard:1 | | Movement Forms (PE.S.1) | | |
| (PE.S.1) | | Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities. | | |
| Performance Descriptors PE.S.1 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Fifth grade students performing at the distinguished level will model for others the proper technique when: throwing overhand with force and accuracy; dribbling with hands or feet while evading an opponent; striking with an implement using force and accuracy; traveling in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music; performing jump sequences with partner(s) using equipment. | Fifth grade students performing at the above mastery level will apply and implement proper technique when: throwing overhand with force and accuracy; dribbling with hands or feet while evading an opponent; striking with an implement using force and accuracy; traveling in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music; performing jump sequences with partner(s) using equipment. | Fifth grade students performing at the mastery level will: throw overhand with force and accuracy; dribble with hands or feet while evading an opponent; strike with an implement using force and accuracy; travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music; perform jump sequences with partner(s) using equipment. | Fifth grade students performing at the partial mastery level, after practice, will: throw overhand with force and accuracy; dribble with hands or feet while evading an opponent; strike with an implement using force and accuracy; travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music; perform jump sequences with partner(s) using equipment. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: throw overhand with force and accuracy; dribble with hands or feet while evading an opponent; strike with an implement using force and accuracy; travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music; perform jump sequences with partner(s) using equipment. |
| Objectives | Students will | | | |
| PE.5.1.01 | throw overhand with force and accuracy. | | | |

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| PE.5.1.02 | dribble with hands or feet while evading an opponent (i.e., basketball, soccer). |
| PE.5.1.03 | strike with an implement using force and accuracy (i.e., bat and softball, racquetball). |
| PE.5.1.04 | travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music. |
| PE.5.1.05 | perform jump sequences with partner(s) using equipment. |

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| Grade 5 | Physical Education (PE.S.2) | | | |
| Standard:2 | Development of Motor Skills | | | |
| (PE.S.2) | Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills. | | | |
| Performance Descriptors PE.S.2 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Fifth grade students performing at the distinguished level will model and translate the sequential components or critical elements while: performing the objectives: identifying critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements; identifying the critical elements or components of simple dance sequences; employing critical elements or component terminology to provide feedback to others; exploring appropriate motor skill techniques to independently develop/improve performance. | Fifth grade students performing at the above mastery level will implement and employ the sequential components or critical elements while: identifying critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements; identifying the critical elements or components of simple dance sequences; employing critical elements or component terminology to provide feedback to others; exploring appropriate motor skill techniques to independently develop/improve performance. | Fifth grade students performing at the mastery level will: identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements; identify the critical elements or components of simple dance sequences; employ critical elements or component terminology to provide feedback to others; explore appropriate motor skill techniques to independently develop/improve performance. | Fifth grade students performing at the partial mastery level will, with practice: identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements; identify the critical elements or components of simple dance sequences; employ critical elements or component terminology to provide feedback to others; explore appropriate motor skill techniques to independently develop/improve performance. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements; identify the critical elements or components of simple dance sequences; employ critical elements or component terminology to provide feedback to others; explore appropriate motor skill techniques to independently develop/improve performance. |
| Objectives | Students will | | | |
| PE.5.2.01 | identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs). | | | |

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| PE.5.2.02 | identify the critical elements or components of simple dance sequences (e.g., time, repetitions, steps). |
| PE.5.2.03 | employ critical elements or component terminology to provide feedback to others. |
| PE.5.2.04 | explore appropriate motor skill techniques to independently develop/improve performance. |

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| Grade 5 | Physical Education | | | |
| Standard:3 | Physical Activity (PE.S.3) | | | |
| (PE.S.3) | Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction. | | | |
| Performance Descriptors PE.S.3 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Fifth grade students performing at the distinguished level will model and provide the information needed to promote the appropriate component/s while: documenting involvement in physical activities in addition to physical education class; describing healthful benefits resulting from regular participation in physical activity; implementing lifestyle behaviors to increase physical activity; identifying school and community programs that promote lifelong physical activity; explaining the importance of teaming skills. | Fifth grade students performing at the above mastery level will implement and apply the appropriate component/s while: documenting involvement in physical activities in addition to physical education class; describing healthful benefits resulting from regular participation in physical activity; implementing lifestyle behaviors to increase physical activity; identifying school and community programs that promote lifelong physical activity; explaining the importance of teaming skills. | Fifth grade students performing at the mastery level will: document involvement in physical activities in addition to physical education class; describe healthful benefits resulting from regular participation in physical activity; implement lifestyle behaviors to increase physical activity; identify school and community programs that promote lifelong physical activity; explain the importance of teaming skills. | Fifth grade students performing at the partial mastery level will, with practice: document involvement in physical activities in addition to physical education class; describe healthful benefits resulting from regular participation in physical activity; implement lifestyle behaviors to increase physical activity; identify school and community programs that promote lifelong physical activity; explain the importance of teaming skills. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: document involvement in physical activities in addition to physical education class; describe healthful benefits resulting from regular participation in physical activity; implement lifestyle behaviors to increase physical activity; identify school and community programs that promote lifelong physical activity; explain the importance of teaming skills. |
| Objectives | Students will | | | |
| PE.5.3.01 | document involvement in physical activities in addition to physical education class (e.g., maintain activity log). | | | |
| PE.5.3.02 | describe healthful benefits resulting from regular participation in physical activity. | | | |
| PE.5.3.03 | implement lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading). | | | |

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| PE.5.3.04 | identify school and community programs that promote lifelong physical activity. |
| PE.5.3.05 | participate in cooperative team building physical activities. |
| PE.5.3.06 | explain the importance of teaming skills. |

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| Grade 5 | Physical Education | | | |
| Standard:4 | Physical Fitness (PE.S.4) | | | |
| (PE.S.4) | Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness. | | | |
| Performance Descriptors DE.S.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Fifth grade students performing at the distinguished level will model and perform the appropriate fitness component/s when: performing at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrating knowledge of the five fitness components; defining the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participating in warm-up and cool-down procedures before and after vigorous activities. | Fifth grade students performing at the above mastery level will implement and apply the appropriate fitness component/s when: performing at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrating knowledge of the five fitness components; defining the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participating in warm-up and cool-down procedures before and after vigorous activities. | Fifth grade students performing at the mastery level will: perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrate knowledge of the five fitness components; define the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participate in warm-up and cool-down procedures before and after vigorous activities. | Fifth grade students performing at the partial mastery level will, with practice: perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrate knowledge of the five fitness components; define the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participate in warm-up and cool-down procedures before and after vigorous activities. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM; demonstrate knowledge of the five fitness components; define the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type; participate in warm-up and cool-down procedures before and after vigorous activities. |
| Objectives | Students will | | | |
| PE.5.4.01 | perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM. | | | |
| PE.5.4.02 | demonstrate knowledge of the five fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility). | | | |
| PE.5.4.03 | define the components of the F.I.T.T. principle of exercise (i.e. frequency, intensity, time, and type). | | | |
| PE.5.4.04 | participate in warm-up and cool-down procedures before and after vigorous activities. | | | |

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| Grade 5 | Physical Education | | | |
| Standard: 5 | Responsible Personal and Social Behavior (PE.S.5) | | | |
| (PE.S.5) | Students will identify and apply responsible, personal and social behaviors in physical activity settings. | | | |
| Performance Descriptors PE.S.5 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Fifth grade students performing at the distinguished level will be a role model and exemplify the personal and social characteristics when: participating appropriately with those having different skills and abilities; responding appropriately in competitive settings regardless of the outcome; working independently and on task; working cooperatively and productively with a partner or small group; identifying and demonstrate safety procedures for a variety of activities. | Fifth grade students performing at the above mastery level will independently: participate appropriately with those having different skills and abilities; respond appropriately in competitive settings regardless of the outcome; work independently and on task; work cooperatively and productively with a partner or small group; identify and demonstrate safety procedures for a variety of activities. | Fifth grade students performing at the mastery level will: participate appropriately with those having different skills and abilities; respond appropriately in competitive settings regardless of the outcome; work independently and on task; work cooperatively and productively with a partner or small group; identify and demonstrate safety procedures for a variety of activities. | Fifth grade students performing at the partial mastery level will, with practice: participate appropriately with those having different skills and abilities; respond appropriately in competitive settings regardless of the outcome; work independently and on task; work cooperatively and productively with a partner or small group; identify and demonstrate safety procedures for a variety of activities. | Fifth grade students performing at the novice level will, with teacher or peer assistance and guidance: participate appropriately with those having different skills and abilities; respond appropriately in competitive settings regardless of the outcome; work independently and on task; work cooperatively and productively with a partner or small group; identify and demonstrate safety procedures for a variety of activities. |
| Objectives | Students will | | | |
| PE.5.5.01 | participate appropriately with those having different skills and abilities (e.g., share, play fairly). | | | |
| PE.5.5.02 | respond appropriately in competitive settings regardless of the outcome (e.g., sportsmanship). | | | |
| PE.5.5.03 | work independently and on task. | | | |
| PE.5.5.04 | work cooperatively and productively with a partner or small group. | | | |
| PE.5.5.05 | identify and demonstrate safety procedures for a variety of activities. | | | |

Sixth Grade Physical Education Content Standards and Objectives

The goal of the physical education program of study at the sixth grade level is to improve the pre-adolescent student's understanding of the connections between physical activity and lifetime wellness. Movement is critical to proper growth and development at this age and physical education will assist students in developing a healthy body, self-image/concept. Social and emotional development is enhanced as students begin to use motor skill in team building situations. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| Grade 6 | | Physical Education | | |
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| Standard:1 | | Movement Forms (PE.S.1) | | |
| (PE.S.1) | | Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities. | | |
| Performance Descriptors PE.S.1 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Sixth grade students performing at the distinguished level will model and perform independently in physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. | Sixth grade students performing at the above mastery level will initiate and perform independently in physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. | Sixth grade students performing at the mastery level will perform independently in physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. | Sixth grade students performing at the partial mastery level will need guidance to perform independently in physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. | Sixth grade students performing at the novice level will need teacher and/or peer assistance to perform physical activity and/or exercise to improve skill/fitness, perform basic skills and lead-up activities that encompass elements of individual, dual, team, and lifetime activities including social and/or multicultural dances. |
| Objectives | Students will | | | |
| PE.6.1.01 | perform independently in physical activity and/or exercise to improve skill/fitness. | | | |
| PE.6.1.02 | perform basic skills necessary to participate in individual, dual, team, and lifetime activities. | | | |
| PE.6.1.03 | perform lead-up activities that encompass elements of individual, dual, team, and lifetime activities. | | | |
| PE.6.1.04 | perform social and/or multicultural dances. | | | |

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| Grade 6 | Physical Education (PE.S.2) | | | |
| Standard:2 | Development of Motor Skills | | | |
| (PE.S.2) | Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills. | | | |
| Performance Descriptors PE.S.2 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Sixth grade students performing at the distinguished level will model and explain the proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. | Sixth grade students performing at the above mastery level will initiate proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. | Sixth grade students performing at the mastery level will identify proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. | Sixth grade students performing at the partial mastery level will need guidance to identify proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. | Sixth grade students performing at the novice level will need Teacher and/or peer assistance and guidance to identify proper techniques in a variety of movement forms and perform basic body mechanics necessary to develop new motor skills. |
| Objectives | Students will | | | |
| PE.6.2.01 | identify proper techniques necessary to perform a variety of movement forms (e.g., catching, running, throwing, striking, kicking). | | | |
| PE.6.2.02 | perform basic body mechanics necessary to develop new motor skills (e.g., opposite hand-opposite foot, head-up, follow-through). | | | |

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| Grade 6 | Physical Education | | | |
| Standard:3 | Physical Activity (PE.S.3) | | | |
| (PE.S.3) | Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction. | | | |
| Performance Descriptors PE.S.3 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Sixth grade students performing at the distinguished level will incorporate lifelong fitness activities and collaborate with family and peers to identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and | Sixth grade students performing at the above mastery level will implement and identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. | Sixth grade students performing at the mastery level will identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. | Sixth grade students performing at the partial mastery level will need guidance to identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. | Sixth grade students performing at the novice level will need teacher and/or peer assistance to identify lifestyle behaviors that increase physical activity and participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness. |

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| outside school to improve performance and fitness. | | | | |
| Objectives | Students will | | | |
| PE.6.3.01 | participate in physical activity in addition to physical education class (e.g., maintain an activity log, activity gram). | | | |
| PE.6.3.02 | participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness (e.g., DDR). | | | |
| PE.6.3.03 | identify lifestyle behaviors to increase physical activity (e.g., taking stairs, walk/ride bike to school). | | | |

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| Grade 6 | Physical Education | | | |
| Standard:4 | Physical Fitness (PE.S.4) | | | |
| (PE.S.4) | Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness. | | | |
| Performance Descriptors DE.S.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Sixth grade students performing at the distinguished level will model and perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. | Sixth grade students performing at the above mastery level will assess and apply the appropriate fitness/health related components to perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. | Sixth grade students performing at the mastery level will perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. | Sixth grade students performing at the partial mastery level will, with guidance and practice, perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. | Sixth grade students performing at the novice level will need teacher and/or peer assistance and guidance to perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM; define the five components of FITNESSGRAM; examine the fitness benefits of a variety of physical activities; describe the necessity of warm-up and cool-down activities; practice the F.I.T.T. principle to achieve physical fitness. |
| Objectives | Students will | | | |
| PE.6.4.01 | perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM. | | | |
| PE.6.4.02 | define the five components of FITNESSGRAM. | | | |
| PE.6.4.03 | examine the fitness benefits of a variety of physical activities (e.g., stretching, walking). | | | |
| PE.6.4.04 | describe the necessity of warm-up and cool-down activities. | | | |

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| PE.6.4.05 | practice the F.I.T.T. principle to achieve physical fitness |
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| Grade 6 | Physical Education | | | |
| Standard: 5 | Responsible Personal and Social Behavior (PE.S.5) | | | |
| (PE.S.5) | Students will identify and apply responsible, personal and social behaviors in physical activity settings. | | | |
| Performance Descriptors PE.S.5 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Sixth grade students performing at the distinguished level will model and exemplify the personal and social behaviors to work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. | Sixth grade students performing at the above mastery level will initiate and apply the appropriate behaviors to work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. | Sixth grade students performing at the mastery level will: work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. | Sixth grade students performing at the partial mastery level will need guidance to work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. | Sixth grade students performing at the novice level will need teacher or peer assistance and guidance to work cooperatively and productively in a group to accomplish a set goal/task; make appropriate decisions when applying rules, procedures, etiquette, and safety; practice behaviors that are supportive and inclusive in physical activity. |
| Objectives | Students will | | | |
| PE.6.5.01 | work cooperatively and productively in a group to accomplish a set goal/task. | | | |
| PE.6.5.02 | make appropriate decisions when applying rules, procedures, etiquette, and safety. | | | |
| PE.6.5.03 | practice behaviors that are supportive and inclusive in physical activity. | | | |

Seventh Grade Physical Education Content Standards and Objectives

The physical education program of study at the seventh grade level continues to develop specialized skills, offers new opportunities to explore recreational activities and lifetime fitness activities, and builds on lifetime wellness and social skills concepts previously introduced. During this critical time period, changes due to maturation and growth affect the students' skill level as they adjust to physical changes. Social development is an important part of the physical education curriculum. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

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| Grade 7 | Physical Education | | | |
| Standard:1 | Movement Forms (PE.S.1) | | | |
| (PE.S.1) | Students will: demonstrate movement patterns and motor skills needed to perform a variety of physical activities. | | | |
| Performance Descriptors PE.S.1 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Seventh grade students performing at the distinguished level will model and perform a variety of movement patterns while: participating in a variety of modified individual, dual and team sports; participating in a variety of non-competitive individual, dual and team activities; creating and perform a simple dance sequence in time to music. | Seventh grade students performing at the above mastery level will implement and perform proper movement patterns while: participating in a variety of modified individual, dual and team sports; participating in a variety of non-competitive individual, dual and team activities; creating and perform a simple dance sequence in time to music. | Seventh grade students performing at the mastery level will: participate in a variety of modified individual, dual and team sports; participate in a variety of non-competitive individual, dual and team activities; create and perform a simple dance sequence in time to music. | Seventh grade students performing at the partial mastery level will, with guidance: participate in a variety of modified individual, dual and team sports; participate in a variety of non-competitive individual, dual and team activities; create and perform a simple dance sequence in time to music. | Seventh grade students performing at the novice level, with teacher or peer assistance and guidance: participate in a variety of modified individual, dual and team sports; participate in a variety of non-competitive individual, dual and team activities; create and perform a simple dance sequence in time to music. |
| Objectives | Students will | | | |
| PE.7.1.01 | participate in a variety of modified individual, dual and team sports. | | | |
| PE.7.1.02 | participate in a variety of non-competitive individual, dual and team activities. | | | |
| PE.7.1.03 | create and perform a simple dance sequence in time to music. | | | |

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| Grade 7 | Physical Education (PE.S.2) | | | |
| Standard:2 | Development of Motor Skills | | | |
| (PE.S.2) | Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills. | | | |
| Performance Descriptors PE.S.2 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Seventh grade students performing at the distinguished level will model and evaluate the basic skills necessary to participate in movement forms; demonstrate knowledge of rules and terminology necessary to participate in movement forms; and utilize appropriate practice plans to independently improve performance. | Seventh grade students performing at the above mastery level will initiate and perform the basic skills necessary to participate in movement forms; demonstrate knowledge of rules and terminology necessary to participate in movement forms; and utilize appropriate practice plans to independently improve performance. | Seventh grade students performing at the mastery level will: analyze and demonstrate the basic skills necessary to participate in movement forms; reflect knowledge of rules and terminology necessary to participate in movement forms; and utilize appropriate practice plans to independently improve performance. | Seventh grade students performing at the partial mastery level will need guidance and practice to demonstrate the basic skills necessary to participate in movement forms, discuss knowledge of rules and terminology necessary to participate in movement forms, and apply appropriate practice plans to independently improve performance. | Seventh grade students performing at the novice level will need teacher and/or peer assistance and guidance and practice to demonstrate the basic skills necessary to participate in movement forms, discuss knowledge of rules and terminology necessary to participate in movement forms, and apply appropriate practice plans to independently improve performance. |
| Objectives | Students will | | | |
| PE.7.2.01 | analyze and demonstrate the basic skills necessary to participate in movement forms (e.g., eye-hand, eye-foot coordination). | | | |
| PE.7.2.02 | reflect knowledge of rules and terminology necessary to participate in movement forms. | | | |
| PE.7.2.03 | utilize appropriate practice plans to independently improve performance (e.g., rubric, checklist). | | | |

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| Grade 7 | Physical Education | | | |
| Standard:3 | Physical Activity (PE.S.3) | | | |
| (PE.S.3) | Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction. | | | |
| Performance Descriptors PE.S.3 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Seventh grade students performing at the distinguished level will | Seventh grade students performing at the above mastery level will perform in | Seventh grade students performing at the mastery level will participate in | Seventh grade students performing at the partial mastery level will need | Seventh grade students performing at the novice level will need teacher and/ |

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| determine and initiate physical activity opportunities available in their community and state both in and outside of school and research economic impact on regional resources relating to physical activity. | physical activity opportunities available in their community and state both in and outside of school and research economic impact on regional resources relating to physical activity. | physical activity opportunities available in their community and state both in and outside of school and research economic impact on regional resources relating to physical activity. | guidance and encouragement to participate in physical activity opportunities available in their community and state both in and outside of school and research economic impact on regional resources relating to physical activity. | or peer assistance and encouragement to participate in physical activity opportunities available in their community and state both in and outside of school and research economic impact on regional resources relating to physical activity. |
| Objectives | Students will | | | |
| PE.7.3.01 | participate in physical activity available in their community and state (e.g., bicycling, golfing, white water rafting, kayaking, hunting, fishing, skiing, mountain biking, hiking, rock climbing). | | | |
| PE.7.3.02 | research economic impact on regional resources relating to physical activity (e.g., internet search) | | | |
| PE.7.3.03 | participate in physical activities both in and outside of school (e.g., physical education class, intramurals, recreation leagues). | | | |

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| Grade 7 | Physical Education | | | |
| Standard:4 | Physical Fitness (PE.S.4) | | | |
| (DE.S.4) | Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness. | | | |
| Performance Descriptors DE.S.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Seventh grade students performing at the distinguished level will model, perform and assess at the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. | Seventh grade students performing at the above mastery level will perform at the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. | Seventh grade students performing at the mastery level will meet the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. | Seventh grade students performing at the partial mastery level will need guidance and practice to meet the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. | Seventh grade students performing at the novice level will need teacher and/or peer assistance and practice to meet the gender and age-appropriate health-related fitness standards and components defined in FITNESSGRAM, identify personal fitness needs and participate in physical activities to improve fitness and explain the principles of progression and overload. |
| Objectives | Students will | | | |

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| PE.7.4.01 | meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM. |
| PE.7.4.02 | examine health-related fitness of FITNESSGRAM components (e.g., body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility). |
| PE.7.4.03 | Identify personal fitness needs and participate in physical activities to improve specified fitness components (e.g., strength, flexibility and body composition). |
| PE.7.4.04 | explain the principles of progression and overload (e.g., gradual increase in F.I.T.T.). |

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| Grade 7 | Physical Education | | | |
| Standard: 5 | Responsible Personal and Social Behavior (PE.S.5) | | | |
| (PE.S.5) | Students will identify and apply responsible, personal and social behaviors in physical activity settings. | | | |
| Performance Descriptors PE.S.5 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Seventh grade students performing at the distinguished level will model and exemplify cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. | Seventh grade students performing at the above mastery level will initiate and practice cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. | Seventh grade students performing at the mastery level will demonstrate cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. | Seventh grade students performing at the partial mastery level will need guidance and encouragement to demonstrate cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. | Seventh grade students performing at the novice level will need teacher and/or peer assistance along with guidance and encouragement to demonstrate cooperative team building skills appropriate for physical activity including conflict resolution, knowledge of rules, etiquette and safety and practice decision-making and communication skills while participating in physical activity. |
| Objectives | Students will | | | |
| PE.7.5.01 | demonstrate cooperative team building skills appropriate for physical activity (e.g., equal opportunity for participation). | | | |
| PE.7.5.02 | demonstrate appropriate conflict resolution skills (e.g., peer mediation). | | | |
| PE.7.5.03 | demonstrate knowledge of rules, etiquette and safety while participating in various physical activities (e.g. sportsmanship, fair play). | | | |
| PE.7.5.04 | practice decision-making and communication skills while participating in physical activity. | | | |

Eighth Grade Physical Education Content Standards and Objectives

The eighth grade physical education program of study allows students to further explore individual interests in lifetime physical activities and gain the knowledge and skills for future participation. A strong emphasis on lifetime wellness, physical activity and social skills offers all students important benefits toward the goal of becoming a physically-active adult. Emphasis on rhythmic movement and motor skills allows for student creativity and talent to be showcased in a non-competitive manner. Safety must be stressed in all activities. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| Grade 8 | | Physical Education | | |
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| Standard:1 | | Movement Forms (PE.S.1) | | |
| (PE.S.1) | | Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities. | | |
| Performance Descriptors PE.S.1 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Eighth grade students performing at the distinguished level will model and perform advanced offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances. | Eighth grade students performing at the above mastery level will anticipate and perform basic offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances. | Eighth grade students performing at the mastery level will utilize basic offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances | Eighth grade students performing at the partial mastery level will need guidance to demonstrate basic offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances. | Eighth grade students performing at the novice level will need teacher and/or peer assistance along with guidance and practice to demonstrate basic offensive and defensive strategy while participating in individual, dual, and team sports; implement basic techniques and safety procedures while participating in non-competitive lifetime physical activities and perform a variety of dances |
| Objectives | Students will | | | |
| PE.8.1.01 | utilize basic offensive and defensive strategy while participating in individual, dual, and team sports (e.g., lead-up games/activities). | | | |
| PE.8.1.02 | implement basic techniques and safety procedures while participating in non-competitive lifetime physical activity (e.g., use a spotter | | | |

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| | when lifting weights, shift gears one at a time while climbing a hill on a bicycle). |
| PE.8.1.03 | perform a variety of dances (e.g., square, line and social). |

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| Grade 8 | Physical Education (PE.S.2) | | | |
| Standard:2 | Development of Motor Skills | | | |
| (PE.S.2) | Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills. | | | |
| Performance Descriptors PE.S.2 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Eighth grade students performing at the distinguished level will perform, model and critique various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. | Eighth grade students performing at the above mastery level will perform and evaluate various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. | Eighth grade students performing at the mastery level will demonstrate various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. | Eighth grade students performing at the partial mastery level will need guidance and practice to demonstrate various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. | Eighth grade students performing at the novice level will need teacher and/or peer assistance along with guidance and practice to demonstrate various motor skills that increase physical activity participation and performance and identify characteristics of skilled performance. |
| Objectives | Students will | | | |
| PE.8.2.01 | demonstrate various motor skills that increase physical activity participation and performance | | | |
| PE.8.2.02 | identify characteristics of skilled performance (e.g., rubric, self/peer assessment). | | | |

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| Grade 8 | Physical Education | | | |
| Standard:3 | Physical Activity (PE.S.3) | | | |
| (PE.S.3) | Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction. | | | |
| Performance Descriptors PE.S.3 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Eighth grade students performing at the distinguished level will devise a unique set of strategies to share with peers in developing an | Eighth grade students performing at the above mastery level will incorporate the benefits of physical activity, design and implement a personal | Eighth grade students performing at the mastery level will explain the benefits of physical activity and develop and implement a personal physical activity | Eighth grade students performing at the partial mastery level will need guidance and encouragement to explain the benefits of physical | Eighth grade students performing at the novice level will need: teacher and/or peer assistance in addition to guidance and encouragement to explain |

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| activity plan and predict the benefits of physical activity. | physical activity plan. | plan. | activity and develop and implement a personal physical activity plan. | the benefits of physical activity and develop and implement a personal physical activity plan. |
| Objectives | Students will | | | |
| PE.8.3.01 | explain the benefits of physical activity (e.g., heart health, weight control). | | | |
| PE.8.3.02 | develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures). | | | |

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| Grade 8 | Physical Education | | | |
| Standard:4 | Physical Fitness (PE.S.4) | | | |
| (PE.S.4) | Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness. | | | |
| Performance Descriptors DE.S.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Eighth grade students performing at the distinguished level will model, perform and exemplify gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. | Eighth grade students performing at the above mastery level will implement and perform the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. | Eighth grade students performing at the mastery level will perform at gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. | Eighth grade students performing at the partial mastery level will need guidance and practice to perform at gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. | Eighth grade students performing at the novice level will need teacher and/or peer assistance in addition to guidance and practice.e to meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, will apply knowledge of progression and overload and assess personal fitness related to the five components of fitness. |
| Objectives | Students will | | | |
| PE.8.4.01 | perform at gender and age-appropriate health-related fitness standards defined in FITNESSGRAM. | | | |
| PE.8.4.02 | apply knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program. | | | |
| PE.8.4.03 | assess personal fitness related to the five components of fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility) and participate in activities to improve specific fitness components. | | | |

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| Grade 8 | Physical Education | | | |
| Standard: 5 | Responsible Personal and Social Behavior (PE.S.5) | | | |

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| (PE.S.5) | Students will identify and apply responsible, personal and social behaviors in physical activity settings. | | | |
| Performance Descriptors PE.S.5 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Eighth grade students performing at the distinguished level will model and exemplify the appropriate behaviors in physical activity settings including proper rules, etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance. | Eighth grade students performing at the above mastery level will initiate and perform appropriate behaviors in physical activity settings including proper rules, etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance. | Eighth grade students performing at the mastery level will demonstrate appropriate behaviors in physical activity settings including proper rules, etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance. | Eighth grade students performing at the partial mastery level will need guidance and reinforcement to demonstrate appropriate behaviors in physical activity settings including proper rules, etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance. | Eighth grade students performing at the novice level will need teacher and/or peer assistance in addition to guidance and reinforcement to demonstrate appropriate behaviors in physical activity settings including proper rules, etiquette and safety, discuss situations that may lead to conflict and practice mediation skills and recognize the affect peer pressure has on physical activity participation and performance. |
| Objectives | Students will | | | |
| PE.8.5.01 | demonstrate appropriate, responsible behaviors in physical activity settings including proper rules, etiquette and safety (e.g., sportsmanship, fair play, use of safety equipment-goggles, helmets). | | | |
| PE.8.5.02 | discuss situations that may lead to conflict and practice mediation skills (e.g., compromise, "I" messages). | | | |
| PE.8.5.03 | recognize the affect peer pressure has on physical activity participation and performance. | | | |

High School Physical Education Content Standards and Objectives

Physical education can be a vehicle through which high school students transition from adolescence to adulthood. High school physical education programs should focus on fitness, offer diverse movement patterns, development of motor skills and emphasize lifetime activities. Students need to be exposed to a wide variety of activities, both competitive and non-competitive that bring them enjoyment and challenge, thus enabling them to maintain an active lifestyle for a lifetime. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

Note: In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

| Grade HS | | Physical Education | | | | | | | |
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| Standard:1 | | Movement Forms (PE.S.1) | | | | | | | |
| (PE.S.1) | | Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities. | | | | | | | |
| Performance Descriptors PE.S.1 | | | | | | | | | |
| Distinguished | | Above Mastery | | Mastery | | Partial Mastery | | Novice | |
| Students performing at the distinguished level will demonstrate and model motor skills necessary to participate in a variety of physical activities. Students will exhibit proper procedures rules, and techniques. | | Students performing at the above mastery level possess competent motor skills to participate in a variety of activities utilizing proper techniques. Students exhibit proper procedures and rules. | | Students performing at the mastery level will participate and perform a variety of activities that combine many movement forms and skills using proper techniques. Students will explain proper procedures and rules. | | Students performing at the partial mastery level will need additional practice of motor skills and movement patterns to participate and perform a variety of activities. Students will identify proper techniques, procedures and rules. | | Students performing at the novice level will need additional instruction, repetition and practice of motor skills in order to participate and perform a variety of activities. Students will recall correct procedures and rules. | |
| Objectives | | Students will | | | | | | | |
| PE.HS.1.01 | | Participate in a variety of team sports (e.g. Volleyball, basketball, soccer). | | | | | | | |
| PE.HS.1.02 | | Participate in a variety of competitive/non-competitive individual and dual activities (e.g., tennis, golf, archery). | | | | | | | |
| PE.HS.1.03 | | Participate in a variety of outdoor adventure activities (e.g., orienteering, canoeing, biking, hiking). | | | | | | | |
| PE.HS.1.04 | | Participate in a variety of dance and rhythmic activities (e.g., line dancing, aerobics, yoga, square dancing). | | | | | | | |
| Grade HS | | Physical Education (PE.S.2) | | | | | | | |
| Standard:2 | | Development of Motor Skills | | | | | | | |
| (PE.S.2) | | Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills. | | | | | | | |

| Performance Descriptors PE.S.2 | | | | |
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| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Students performing at the distinguished level will be able to model, determine and perform motor skills and incorporate them into personal performance. | Students performing at the above mastery level will be able to identify, practice and perform motor skills and incorporate them into personal performance. | Students performing at the mastery level will demonstrate proficiency in motor skills that enhance the principles of human movement and apply to personal performance. | Students performing at the partial mastery level will need additional practice to demonstrate competency in motor skills and begin to utilize principles of human movement to understand personal performance. | Students performing at the novice level will need additional instruction, repetition and practice to demonstrate competency in motor skills and identify principles of human movement to examine personal performance. |
| Objectives | Students will | | | |
| PE.HS.2.01 | Identify, practice and apply discipline-specific skills (e.g., overhand serve, opposite hand-opposite foot, body balance, posture) | | | |
| PE.HS.2.02 | recognize and perform movement skills that enhance motor development proficiency (e.g., body mechanics, balance) | | | |
| PE.HS.2.03 | identify and explain specific motor skills (e.g., dribbling, passing, follow through) and incorporate into personal performances. | | | |

| Grade HS | Physical Education |
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| Standard:3 | Physical Activity (PE.S.3) |
| (PE.S.3) | Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction. |

| Performance Descriptors PE.S.3 | | | | |
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| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Students performing at the distinguished level can explain physical activity behavior patterns that encourage participation for a healthy lifestyle. Students participate regularly in physical activity opportunities within their community, state or region and can predict how physical participation patterns change throughout a lifespan. | Students performing at the partial mastery level can communicate physical activity behavior patterns that encourage participation for a healthy lifestyle. Students participate regularly in various physical activity opportunities within their community, state or region and can analyze the social/economic factors that impact physical activity. | Students performing at the mastery level can examine physical activity behaviors both in and out of school that contribute to the development of a healthy lifestyle. Students will participate in and evaluate various physical activity opportunities within their community/state. Students will also be able to evaluate behavior patterns and the social/economic factors that | Students performing at the partial mastery level will need encouragement and guidance to: recognize lifestyle behaviors that increase physical activity, document participation in physical activity in addition to physical education class, and list how participation patterns change throughout the life span. Students will be able to locate physical activity opportunities within | Students performing at the novice level will need assistance to identify physical activity in addition to physical education class, will need prompts to list how participation patterns change throughout the life span. Students will be able to list physical activity opportunities within their community/state and state the social/economic factors that can impact physical |

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| | | impact physical activity. | their community/state and review the social/economic factors that will impact physical activity. | activity. |
| Objectives | Students will | | | |
| PE.HS.3.01 | determine behaviors and activities that increase physical activity in addition to physical education class. | | | |
| PE.HS.3.02 | explain how physical activity participation patterns are likely to change throughout the life span. | | | |
| PE.HS.3.03 | identify and describe local, state, national, and/or international fitness and recreational resources and organizations. | | | |
| PE.HS.3.04 | assess the social/economic factors that impact physical activity. | | | |

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| Grade HS | Physical Education | | | |
| Standard:4 | Physical Fitness (PE.S.4) | | | |
| (PE.S.4) | Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness. | | | |
| Performance Descriptors DE.S.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Students performing at the distinguished level will exceed the gender and age appropriate fitness standard for Fitnessgram. Students can evaluate the five components of fitness, model for others the principles of training in implementing a personal fitness program. Students can assess the fitness values of various physical activities. | Students performing at the above mastery level will perform at the gender and age appropriate fitness standard for Fitnessgram. Students can express the five components of fitness and utilize the principles of training in creating a personal fitness program. Students can evaluate the fitness values of various physical activities. | Students performing at the mastery level will participate at the gender and age appropriate fitness standard for Fitnessgram. Students can explain the five components of fitness, recognize the fitness value of various physical activities and can outline a personal fitness program. | Students performing at the partial mastery level will meet the gender and age appropriate fitness standard for Fitnessgram. Students can list the five components of fitness and may need encouragement to recognize the fitness value of various physical activities and can explain a personal fitness program. | Students performing at the novice level will need additional practice and repetition to meet the age and gender appropriate fitness standard for Fitnessgram. Students can recall the five components of fitness and will need encouragement to state the fitness value of various physical activities and to design a personal fitness program |
| Objectives | Students will | | | |
| PE.HS.4.01 | perform at the gender and age-appropriate health-related fitness standards defined in Fitnessgram. | | | |
| PE.HS.4.02 | interpret and compare personal fitness related to the five components of fitness: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility. | | | |
| PE.HS.4.03 | practice principles of training in the design and implementation of a personal fitness program. | | | |
| PE.HS.4.04 | compare and contrast the fitness values of various physical activities. | | | |

| Grade HS | | Physical Education | | |
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| Standard: 5 | | Responsible Personal and Social Behavior (PE.S.5) | | |
| (PE.S.5) | | Students will identify and apply responsible, personal and social behaviors in physical activity settings. | | |
| Performance Descriptors PE.S.5 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Students performing at the distinguished level will: assess potential dangers of physical activity and develop strategies to minimize associated risks; model and promote responsible/considerate personal behavior in physical activity settings; model proper procedures, etiquette and fair play in all physical activity settings; and can determine peer pressure on physical activity participation and performance. | Students performing at the above mastery level will: anticipate potential dangers of physical activity and analyze solutions to minimize associated risks; perform responsible/considerate personal behavior in physical activity settings; utilize proper procedures, demonstrate etiquette and fair play in all physical activity settings; analyze the influence of peer pressure on physical activity participation and performance. | Students performing at the mastery level will: recognize potential dangers of physical activity and predict ways to minimize associated risks; demonstrate responsible/considerate personal behavior in physical activity settings; identify proper procedures, etiquette and fair play in physical activity settings; identify the influence of peer pressure on physical activity participation and performance. | Students performing at the partial mastery level will need encouragement and guidance to: cite potential dangers of physical activity and identify ways to minimize associated risks. Students will need repetition to practice responsible/considerate behavior in physical activity settings including proper etiquette and fair play. Students begin to recognize the influence of peer pressure on physical activity participation and performance. | Students performing at the novice level will need assistance to: recognize potential dangers of physical activity and identify ways to minimize associated risks. Students will need additional prompts and encouragement to demonstrate responsible/considerate personal behavior in physical activity settings including proper etiquette and fair play. Students will need assistance to anticipate the influence of peer pressure on physical activity and performance. |
| Objectives | Students will | | | |
| PE.HS.5.01 | examine potential dangers of physical activity and determine how to minimize associated risks. | | | |
| PE.HS.5.02 | utilize responsible/considerate personal behavior s in physical activity settings. | | | |
| PE.HS.5.03 | practice proper procedures, demonstrate etiquette and fair play in physical activity settings. | | | |
| PE.HS.5.04 | explain the influence of peer pressure on physical activity participation and performance. | | | |