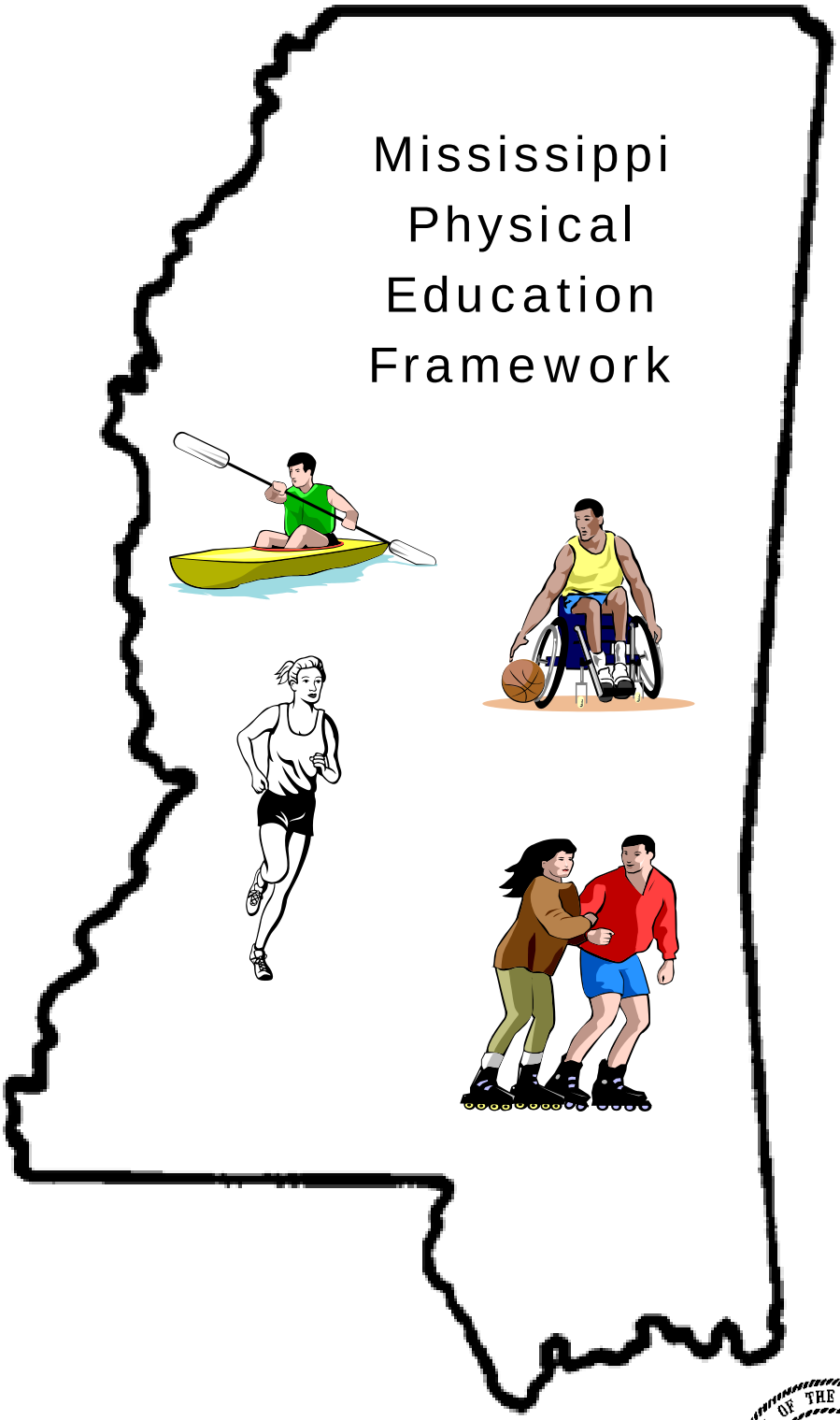
Title 7: Education K-12

Part 9



Mississippi Department of Education
2006

2006 Mississippi Physical Education Framework

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RESULTS OF QUALITY DAILY PHYSICAL EDUCATION

The results of a quality daily physical education program can have a dynamically positive and long-lasting effect on those who participate. According to the Surgeon General's Report on Physical Activity and Health for 1996, the following are benefits of physical activity:

- Assists in the reduction of obesity;
- Reduces the risks of developing type II diabetes, cardiovascular disease and other chronic health conditions;
- Improves respiratory efficiency and reduces the risk of respiratory diseases such as asthma;
- Helps build and maintain healthy bones and muscles;
- Reduces feelings of depression and anxiety; and
- Promotes psychological well-being.

In addition to the well-documented physical and health benefits related to regular physical activity, new research is revealing the effects of physical activity on the brain and neural connections. Many researchers are discovering that physical activity in children is a key influence on problem-solving ability and academic achievement (Jensen 1998, 35).

QUALITY DAILY PHYSICAL EDUCATION

- is a planned sequential program of instruction incorporating individual and group activities which are student-centered and taught in a positive environment.
- develops movement skills through participation in games and fitness activities.
- provides experiences for social and personal development of students.
- develops a physically active lifestyle through fitness and sport specific skills.
- incorporates cognitive skills that should be encouraged through physical participation.

SUGGESTED GUIDELINES FOR SUCCESSFUL FRAMEWORK IMPLEMENTATION

ELEMENTARY

- Provide daily physical education for all students.
- Recommend maximum class size of thirty-three students per class for a minimum of thirty minutes per day.
- Actively engage students for a minimum of sixty percent of the class period.
- Implement the 2006 Mississippi Physical Education Framework in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Administer a minimum of two fitness tests per year.
- Provide adequate equipment and facilities specifically designated for physical education class.

MIDDLE SCHOOL

- Require daily physical education for all students.
- Recommend minimum of one hundred fifty minutes per week.
- Recommend maximum class size of thirty-three students per class.
- Actively engage students using the lesson's primary objectives for a minimum of sixty percent of the class period.
- Implement the 2006 Mississippi Physical Education Framework in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Administer a minimum of two fitness tests per year.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.
- Require physical education classes that are not designated for practice time or workout time for athletics.

SECONDARY

- Require a minimum of two semesters of physical education for graduation with a focus on fitness related activities and lifetime activities which encourage a physically active lifestyle.
- Provide options for students to take elective courses in physical education that emphasize lifetime and fitness activities which do not include varsity athletic practice.
- Recommend maximum class size of thirty-three students per class.
- Actively engage students using the lesson's primary objectives for a minimum of sixty percent of the class period.
- Implement the 2006 Mississippi Physical Education Framework in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Administer a minimum of two fitness tests per year.
- Require a minimum of fifty minutes per class.
- Require daily physical education for all students.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education class.

PHILOSOPHY

Quality physical education is a crucial component of a student's overall education. Every student in Mississippi will benefit from an educational process that utilizes the skills, attitudes and information needed to develop and maintain a healthy and physically active lifestyle.

MISSION STATEMENT

This framework was designed for Mississippi educators who teach physical education in the public schools. It was developed as a model to provide consistency for physical education programs in the state. The 2006 Mississippi Physical Education Framework uses terminology and a format consistent with other Mississippi subject area curriculum frameworks. It is flexible enough to allow opportunities for creativity by individual teachers.

The mission in quality daily physical education is to provide, as an integral part of the total educational process in Mississippi schools, a sequentially-planned program which is measurable and results in students who:

- Participate regularly in physical activity;
- Know the implications of and the health benefits derived from involvement in physical activities;
- Value physical activity and its contributions to a healthy lifestyle;
- Are physically fit; and
- Learn skills and acquire knowledge necessary to perform a variety of physical activities.

The National Association for Sports and Physical Education (NASPE) established national content standards for physical education school programs that clearly identify what all students should know and be able to do as a result of participation in a quality physical education program. The competencies chosen for this framework were taken directly from the NASPE content standards for physical education.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities;
- Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities;
- Exhibits a physically active lifestyle;
- Achieves and maintains a health-enhancing level of physical fitness;
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings; and
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

CYCLE

The pilot year for the 2006 Mississippi Physical Education Framework is the 2005-2006 school year. Implementation for the framework is the 2006-2007 school year. The Mississippi content area frameworks are on a six (6) year cycle. Approximately three years after a framework is implemented, a writing team is chosen to review the current framework and make changes and modifications based on best practices in the teaching of physical education as reflected in state and national trends.

ORGANIZATION

The 2006 Mississippi Physical Education Framework ensures that all students will have the opportunity to gain information and skills appropriate to age level and apply skills to everyday decisions.

A general description is provided for each grade level that includes the purpose, overview, and suggested prerequisites for the course. The framework is organized so that each grade level has six competencies that focus on physical education. Each competency has suggested objectives designed to reinforce the competency. There are also suggested strategies and assessment methods that can be applied to the objectives.

This course is designed to be progressive. Beginning in kindergarten, students should receive the basic skills so that by the twelfth grade the students are proficient in all competencies.

COMPETENCIES

Competencies are required to be taught to all students and are printed in bold face type. The seven competencies do not have to be taught in the order presented within this framework. The competencies are intentionally broad to allow school districts and teachers flexibility in developing curriculum unique to their students' needs.

SUGGESTED OBJECTIVES

Each suggested objective is a direct reflection of the competencies of the framework. The objectives are the means for achieving the competencies at each grade level listed in this framework. Each school district may adopt the suggested objectives and are encouraged to add additional objectives that meet the needs of the students in their district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies included in this framework are to be considered as examples or recommendations for teaching the objectives. Teachers in physical education settings have a variety of teaching styles, methodologies and facilities that may influence how the objectives will be taught. Therefore, each teaching strategy used should continually be examined relative to the competencies.

SUGGESTED ASSESSMENT METHODS

The assessment methods suggested in this framework are also to be considered only as examples for assessing competencies and objectives. Teachers should correlate their assessment methods with the assignments chosen for instruction. Listed below are some examples of assessment methods:

Observation	Skill Test	Fitness Test	Checklist
Written Test	Written Assignment	Activity log	Student Journal
Parent Report	Student Contract	Interview	Self Assessment
Peer Assessment	Role Play	Portfolio	Other

2006 MISSISSIPPI PHYSICAL EDUCATION FRAMEWORK OVERVIEW

Grades K-12

All grades should stress fitness and its potential relationship to current and future wellness of students. A fitness test should be given twice per year to each student. Each school district is encouraged to use instructional strategies appropriate for its facilities, equipment, and faculty expertise.

Grades Kindergarten – Five

Kindergarten through grade five is dedicated to the development of fundamental motor skills, movement concepts, manipulative, non-manipulative, and perceptual motor skills. The instruction at each level will be progressive and focus on basic skills, the value of being physically active and the ability to display appropriate behaviors and attitudes during activity.

Grades Six – Eight

Physical Education in grades six through eight is dedicated to developing competency in many movement forms and their relation to fitness. The focus is to apply previously introduced skills and to acquire knowledge necessary for participation. The instruction at each level focuses on basic skills, lead-up games and knowledge that demonstrate competency in each activity.

Grade Nine

Ninth grade physical education focuses on “personal fitness”. It should involve classroom instruction combined with physical activity. There should be a clear connection among concepts during instruction and activity. Such concepts include: muscular and cardiovascular endurance, flexibility, strength and body composition.

Grades Ten – Twelve

Grades ten through twelve are dedicated to the development of achieving competency in more complex versions of various movement forms and proficiency in a few movement forms. The focus of this instruction should be on individual/dual sports, team sports, physical fitness and activities that encourage a physically active lifestyle. It is recommended that students take one credit of physical education yearly.

GENERAL CATEGORIES OF UNIT THEMES

The following list is not meant to be all-inclusive. These are merely some examples of different types of sport activities. Teachers may select some or all of these activities. Through each of these themes, teachers will be incorporating the content strands within each activity.

Team Sports	Individual/Dual Sports	Lifetime Activities	Fitness
Basketball	Tennis	Canoeing	Yoga/Pilates
Softball	Pickelball	Hunter Education	Aerobics
Volleyball	Badminton	Archery	Weight training
Ultimate Frisbee	Golf	Walking/running	
Soccer	Bowling	Rollerblading	
Team Handball	Table Tennis	Dance	
Field Hockey	Track and Field	Swimming/water sports	
Speed-ball	Gymnastics	Biking	
Flag Football	Fencing		
	Frisbee Golf		

Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

The 2006 Mississippi Physical Education Framework is comprised of eight content strands. The eight strands provide continuity in teaching K-12 Physical Education. These strands overlap and should be integrated throughout the framework. Each competency covers at least one content strand. The eight strands help to ensure that appropriate processes are used and important concepts are learned throughout each grade level and course.

KINDERGARTEN

The emphasis of physical education in kindergarten is to assist student development in fundamental motor skills, manipulative skills and movement experiences. Cognitive concepts associated with movement and fitness will enable the student to develop positive attitudes toward healthy lifestyles and physical activities.

Kindergarten students begin to understand acceptable behaviors for the physical activity setting. Safe practices, classroom rules and procedures are prominent issues during instruction. Concepts of cooperation are introduced through small group activities, involving sharing equipment and space. Kindergarten students must be encouraged to participate in physical activities in and out of the classroom setting. Teachers must reinforce to students the importance of practice in order to learn and that it is acceptable to be a beginner when trying new skills.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

KINDERGARTEN

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, AP)**

   a. Develop fundamental locomotor* and nonlocomotor* skills at an introductory level.
   b. Explore manipulative skills* at an introductory level.
   c. Demonstrate clear contrasts between slow and fast movements.
   d. Demonstrate rhythmic movements, timing, and following a beat at an introductory level.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities. (C, GM)**

   a. Identify body parts (i.e., knee, foot, arm, etc.) and apply these to different movement activities.
   b. Demonstrate awareness of immediate surroundings using a variety of movement skills while transferring weight in various directions and pathways.

3. **Exhibit a physically active lifestyle. (GM, L, F)**

   a. Regularly participate in physical activities in school settings and out of school settings individually and as a group.
   b. Recognize the importance of participating in physical activities outside of school.

4. **Achieve and maintain a health-enhancing level of physical fitness. (AP, L, GM, FM, C)**

   a. Vigorously* participate in physical activity for a sustained amount of time.
   b. Recognize the change in heart rate and respiration as a result of physical activity.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (L, P)**

   a. Follow rules, procedures and safety practices while recognizing inappropriate behavior.
   b. Follow directions and work cooperatively with others during physical activity.
   c. Demonstrate proper use and care of equipment.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, C, L, F)**

   a. Express a positive outlook during physical activity and enjoy interaction with others.
   b. Develop skills while participating in different activities individually and while working with others.

Grade Level: Kindergarten

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 5	a a	Students should follow specific instructions from the teacher while performing basic activities, such as jumping with feet together from point A to point B.	Teacher Observation
1	a,c	Students should listen intently while playing "Simon Says," so they understand which command to perform. Teachers may instruct students to mimic running speed of known animals (i.e., turtle, rabbit, cheetah). Students should use a variety of locomotor skills.	Self Assessment
1 2	b a	Students should locate body parts and identify which skill would be performed with each (i.e., have students bounce and catch a ball with both hands). Have students roll a ball back and forth with a partner or kick a sockball.	Teacher Observation
1	d	Have students perform the "Chicken Dance" (www.pecentral.org) to music. Students will clap their hands in front of them like a beak. Students will put their thumbs under armpits and flap arms like wings. Students will put their hands behind them like tail feathers and bend in a squat four times.	Self Assessment
1	d	Have students demonstrate different locomotor movements to slow and fast music.	Teacher Observation
2	a	Have students perform the musical game "Hokey Pokey." ("You put your right hand in, take your right hand out")	Teacher Observation
2	b	Have students change direction of the movement on signal (may include north, south, east, and west).	Fitness Test*
3	a	Have students engage in teacher-led exercises by participating in a tag game for aerobic activity (i.e., Freeze Tag, Heart Healthy Tag, or Ameoba Tag: Physical Best Activity Guide, Elementary level).	Peer Observation
4	a	Have students run back and forth across a specified distance at a pace that gets faster each minute (i.e., Endurance run or Pacer test).	Teacher Observation

4	b	Have students locate the heart with the right hand and show speed of heart beating by opening and closing left hand.	Teacher Observation
5	a, b	Have students participate in a fitness activity with basic instructions and rules. Use music, exercise, and/or classroom games.	Teacher Observation
5	a,b,c	Explain to students the importance of properly using and caring for equipment. Provide specific instructions for students to follow when they are finished with equipment.	Teacher Observation
4 5 6	a a,b a, b	Have students choose a partner and then decide on a skill to practice (i.e., push-up, curl-up, balance beam, etc.). Instruct students to exercise when the music is on and rest when the music is off.	Peer Observation

FIRST GRADE

The emphasis of physical education in first grade is to assist student development in fundamental motor skills, manipulative skills, and movement experiences. Cognitive concepts associated with movement and fitness will enable the student to develop positive attitudes toward healthy lifestyles and physical activities.

First grade students should begin to model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through small group activities involving sharing equipment and space.

Teachers should reinforce the benefits of participating in physical activity. Since young students can only focus on one or two concepts at a time, instructions for game activities should be simple and concrete.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

FIRST GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)**

   a. Develop fundamental locomotor*and nonlocomotor*skills at the basic level.
   b. Develop manipulative* skills at the introductory level.

2. **Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development, and performance of physical activities. (C, GM, FM, AP)**

   a. Identify body parts and movement of body parts during performance of motor skills.
   b. Identify and apply fundamental locomotor* and nonlocomotor* skills.
   c. Display manipulative skills* at the introductory level through a variety of activities.
   d. Recognize that appropriate practice improves performance.

3. **Exhibit a physically active lifestyle. (C, AP, F, L)**

   a. Discover the positive effects physical activity has on the body.
   b. Apply activities learned during physical education in other settings.

4. **Achieve and maintain a health-enhancing level of physical fitness. (L, F, GM, FM, AP)**

   a. Identify changes in the body that occur at different levels of physical activity.
   b. Participate in basic exercises and physical activities with moderate efficiency.
   c. Engage regularly in moderate to vigorous activity*, emphasizing muscular strength*, flexibility*, and cardiovascular endurance*.
   d. Accomplish and retain physical fitness goals set at the introductory level.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, AP, S)**

   a. Apply rules, procedures, and safety practices with little reinforcement from teacher.
   b. Demonstrate the proper respect for equipment and supplies.
   c. Demonstrate proper courtesy, cooperation and sportsmanship with others.
   d. Respect the physical and performance differences of others.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, AP, P)**

   a. Recognize the feelings resulting from challenges, successes, and failures during physical activity.
   b. Exhibit a positive outlook while encouraging peers during physical activity.
   c. Express a willingness to try new activities and continue to participate when not successful on the first try.

Grade Level: First Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 1	a b	Have students walk, run, jump, hop, skip, gallop, slide and leap around the designated play area as directed. Some skills can be performed forward and backward. Score the students to determine if they are at an introductory, intermediate, or proficient level.	Rubric
1	b	Have students dribble a ball forward and backward around the designated play area. Have students throw, catch, hit and kick a ball with accuracy.	Rubric Peer Assessment
2	a	Have students participate in the "Hokey Pokey." Participate with the video "Move Like the Animals" www.pecentral.org. Mimic movements found in various sports.	Role Play
2	b	Have students use locomotor and nonlocomotor combinations called out by teacher such as four jumps, three stretches, and five skips.	Self Assessment
2	c	Have students toss or bounce a ball to a designated target. Have students dribble a ball in a large square and perform a pivot at each corner. Use "Monster Steps" to travel across the play area.	Teacher Observation
3	b	Provide students with a checklist of after-school activities. Have students check which activities they participated in for the week. Discuss activities that are healthy and physically beneficial. Such activities may include dance, gymnastics, biking, sports, and walking.	Checklist
4	a,c	Have students identify changes in heart rate, perspiration, and breathing patterns while they participate in aerobic activities (i.e., jumping rope, running, walking).	Fitness Test*
4	b	Demonstrate the proper techniques to basic exercises and have students practice those exercises on a weekly basis.	Fitness Test*
4	c,d	Introduce students to the exercises that are assessed in the President's Challenge on Physical Fitness at www.presidentschallenge.org. Have students practice sit-ups, push-ups, etc., while watching the video "Chicken Fat".	Teacher Observation

4	d	Have students participate in a teacher constructed fitness test* at the beginning and end of the year.	Fitness Test* Portfolio
4	d	Students will walk, jog, or run laps for a specified amount of time around an area designated by the teacher. At the end of each lap the student is given a straw to keep count. Test at the beginning and end of the year to show improvement. Have students recognize the clock as a measurement of time.	Teacher Observation
5	a,c	Students will follow rules and procedures while learning how to play the game of Jacks. The student will sit on the floor with a partner. They will practice tossing the ball, slapping the floor and then catching the ball after it bounces once. When both partners learn this procedure, they will be given one jack.	Self assessment
5	b	While playing games such as “Pick-Up Sticks”, students will demonstrate proper care of equipment when (1) getting equipment, (2) playing and (3) putting equipment away at the end of the class.	Teacher Observation
5	c	While participating in games such as “Duck, Duck Goose” students should demonstrate the ability to share space.	Teacher Observation
5 6	d b	Students will use locomotor skills on a low balance beam (1x4, 2x4 or painted lines on the parking lot can be substituted for the balance beam). Reinforce the importance of students encouraging other students.	Teacher Observation
6	a	Students will discuss how they feel when participating in various physical education activities.	Survey
5 6	a,d c	Students will identify a skill that is challenging to them and demonstrate a positive attitude while practicing this skill. Reinforce that challenging skills will vary from student to student.	Teacher Observation

SECOND GRADE

The emphasis of physical education in second grade is to continue student development in fundamental motor skills, manipulative skills and movement experiences. Cognitive concepts associated with movement and fitness will enable the student to express positive attitudes toward healthy lifestyles and physical activities.

Second grade students should be able to model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through small and large group activities, involving sharing equipment and space.

Teachers should reinforce that changes in motor skills occur gradually over many years and that learning many different motor skills provides more choices for movement as they get older.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

SECOND GRADE

Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, F, AP)**

   a. Demonstrate nonlocomotor* movements with proficiency.
   b. Demonstrate locomotor*movements at the intermediate level.
   c. Demonstrate manipulative* movements at the beginner level.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (C, FM, GM, F)**

   a. Identify the different body planes (i.e., front, back, side) and involve each while performing locomotor skills.
   b. Apply movement concepts and principles to a variety of basic skills.
   c. Understand the benefits of trying new or difficult tasks.

3. **Exhibit a physically active lifestyle. (L, GM, FM, S, F)**

   a. Engage in moderate to vigorous activities* such as bike riding, swimming, etc., outside of class.
   b. Discover the positive effects physical activity has on the body (i.e., enhances respiratory functions, stimulates muscle growth, decreases hyperactivity, increases heart rate).

4. **Achieve and maintain a health-enhancing level of physical fitness. (L, GM, F, C)**

   a. Engage in and recognize the benefits of sustained physical activity that causes increased heart rate and respiration.
   b. Recognize components of physical fitness such as muscle strength, muscle endurance, and flexibility at an introductory level.
   c. Perform activities that result in the development of muscle strength and endurance, flexibility, and coordination at the introductory level.
   d. Exercise regularly to build endurance.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (C, S, P, AP)**

    a. Apply rules, procedures, and safe practices with little or no reinforcement.
    b. Work independently on task for short periods of time.
    c. Work cooperatively with a partner or group and recognize the enjoyment of shared play.
    d. Recognize the attributes that individuals with differences can contribute to group activities.
    e. Recognize and experience physical activities from other cultures.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, S, AP, L)**

    a. Cooperate in helping others to achieve goals.
    b. Be aware of the feelings resulting from challenges, successes, and failures during physical activity.

Grade Level: Second Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Teacher will lead the class in a sequence of stretching exercises. These exercises will be followed by a series of locomotor exercises using correct form. This is a good warm-up to lead into an aerobic* type activity.	Teacher Observation
1	a	Use activities from Parachute Play to encourage students to demonstrate nonlocomotor activities.	Teacher Observation
1 5	b a,b,c	Instruct students on the correct form of kicking a soccer ball while running. Have students practice a number of drills using the soccer ball (i.e., dribbling, passing, etc.).	Rubric
1	b	Have students participate in relay races, tag games, and/or obstacle courses.	Self Assessment
1	c	Give students instruction on basic steps to jumping rope. Guide students into jumping rope at a fast pace, slow pace, and while in a forward motion. Have students participate in basketball drills-shooting and dribbling, hula-hoop activities, and volleyball activities.	Checklist
1 2 4 5	a b, c d a	Perform locomotor skills (i.e., running, hopping, skipping, leaping, etc.) to a beat. When the beat changes, the locomotor skill changes to that which is specified by the teacher. Students should be expected to maintain a smooth transition between skills.	Rubric
2 5	a a,c	Have students participate in a line dance to music. Rhythm and balance* should be identified as key elements. Have students participate in an aerobic class that includes dance steps along with stretching exercises.	Teacher Observation
2 4	b c	Have students demonstrate correct form for throwing a ball. As students begin motion, teacher will discuss the movement process in steps. The teacher will explain visual concentration: keeping the eyes focused on some point, fixed or moving. The teacher will explain weight transfer from the back to the front foot during execution of the skill. The teacher will explain follow-through (i.e., smooth progression of the initiated movement).	Rubric/Checklist

2	b	Use a variety of skills (i.e., shooting a basketball, serving a volleyball, and swinging a bat) to focus on the positive points of student's performance. Look for strengths in performance and use as a foundation for skill improvement.	Rubric/Checklist
2	c	Students should attempt to correct/improve their skill level based on feedback from the teacher. Feedback should be offered to students as soon as possible after the performance.	Teacher Observation
3	a	Have students draw pictures of people involved in different types of vigorous activities and identify feelings associated with each (i.e., happy, sad, tired, etc.). Give students a list of activities and have them identify how each activity makes them feel.	Poll
3	a	Keep a bulletin board with forms and information available to students regarding after school activities they can be involved with in the community. Have students write about after school activities in a journal.	Student Journal
4	a,b,c,d	Students will complete and discuss all 5 activities (i.e., curl-ups, endurance run, pull-ups or right angle push-ups, shuttle run, and V sit reach or sit and reach) of the President's Challenge to Physical Fitness and Sports Test at www.presidentschallenge.org and compare/contrast fall test scores to spring test scores.	Project
5	a,b,c	Have students demonstrate socially acceptable ways (i.e., handshake, I'm sorry, Please forgive me) to resolve a conflict.	Role Play Demonstration
5	e	Have students create a dance to music from different cultures, countries, and/or ethnic groups.	Journal Rubric
5	e	Have students participate in games from other countries. Such examples include the "Corkscrew" (England), "Peteca" (Brazil), "Catch Your Tail" (Nigeria), "Spearing the Disk" (Ethiopia), "Catching Fishes in the Dark" (China), and "Ladder Jump" (Australia). Have students use maps to locate the country and/or continent where the game originated. (Resource- *Multicultural Games*, Human Kineitics, 1997)	Teacher Observation
6	b	Have students express feelings they associate with physical activity.	Journal

THIRD GRADE

The emphasis of physical education in third grade is to demonstrate a mature form in fundamental motor skills, and continue the development of manipulative skills and movement experiences. Students will begin to use nonlocomotor skills in combination with movement skills. Cognitive concepts associated with movement and fitness will enable the student to demonstrate positive attitudes toward healthy lifestyles and physical activities.

Third grade students will model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through large group activities.

Teachers should reinforce the physical and mental benefits of aerobic activity. Teachers should also reinforce the importance of visual focus (see glossary) while performing a skill.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

THIRD GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPENTENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)**

   a. Begin to use locomotor* and nonlocomotor* skills to perform rhythmic activities.
   b. Demonstrate an intermediate form of manipulative skills.
   c. Perform fundamental movement skills* in a variety of settings.
   d. Apply manipulative* skills to accomplish the objective of the activity.

2. **Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, GM, FM)**

   a. Adapt body movements according to particular obstacles.
   b. Understand how appropriate practice improves performance.
   c. Improve performance by participating in new and difficult tasks.

3. **Exhibit a physically active lifestyle. (L, F, AP)**

   a. Engage in moderate to vigorous* physical activities.
   b. Explain the importance of a physically active lifestyle.

4. **Achieve and maintain a health-enhancing level of physical fitness. (F, L, C)**

   a. Maintain aerobic* physical activity (i.e., continuous training, circuit training, etc.) for a specific time frame.
   b. Identify the importance of leading a healthy lifestyle.
   c. Associate specific physical activities with the components of health-related fitness (muscular strength*, muscular endurance*, flexibility*, body composition*, and aerobic fitness*).
   d. Describe and develop a regular schedule of physical activity outside of the school setting.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, S, L, AP)**

   a. Apply rules, procedures, and safety principles to any type of physical activity.
   b. Understand the importance of cooperation and respect for other students while participating in a physical activity.
   c. Work with others to obtain the common goal of an activity.
   d. Respect the limitations and abilities of themselves and others during physical activity.
   e. Engage in activity with others and reflect a positive attitude toward all students and faculty regardless of differences.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, C, F, L, P, A)**

   a. Associate positive feelings toward physical education as a result of continued involvement in physical activities.
   b. Assist peers to achieve success in physical activity settings.

Grade Level: Third Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Students will participate in a game of Hopscotch. Balance and smooth transition between movements should be identified as necessary skills to be successful.	Teacher Observation
1	b	Have students demonstrate mirroring/matching, meeting/parting, leading/following, and moving over/under. (Mirroring- Have students face one another and simultaneously do the same movements (i.e., jumping jacks, hopping on one foot, waving, etc.) as their partner. Matching- Have students repeat a motion after seeing a partner demonstrate a movement (i.e., jumping jacks hopping on one foot, waving, etc.).	Teacher Observation
1 2	b b	Students will throw a ball with mature form at a designated target. Students should understand the importance of hip rotation, directional side of body, placement of ball before the throw, follow through, etc.	Rubric
1 2 5	c a c	Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.	Rubric/Checklist
1 2	d b	Have students engage in activities such as horseshoes, basketball, and soccer. Have students identify which skill is being used and why. (For example, when playing horseshoes, the students should use the underhand toss instead of the overhand throw so the landing of the horseshoe is much softer.)	Teacher Observation
1 2 3	a,b,c,d a a	Students should complete a teacher-constructed obstacle course that requires a variety of locomotor movements, nonlocomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	Checklist
3 4	a b,c	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.	Project/Rubric
3	b	Students will develop an individual plan to exhibit a physically active lifestyle.	Peer Assessment

1 2 3 4	a a a a	Engage in selected activities that maintain the heart rate within the target heart rate*zone for a specified amount of time. See glossary on how to calculate target heart rate zone. Students should use basic multiplication, addition, and subtraction to calculate heart rate and target heart rate zone.	Portfolio
3 4	b b,c	Students will bring magazine pictures or drawings showing people with and without characteristics of a healthy lifestyle. Compare/contrast pictures.	Rubric
5	c	Have students work in groups to create and perform a dance routine to music from different cultures based on a story from that country. Have students demonstrate movements (running, jumping, falling, throwing, etc.), to show feelings (happy, sad, etc.) of the characters, and to create props that explain the setting (country).	Teacher Observation
6	b	Have students teach a skill identified by the teacher to a lower grade level or to a group with lesser abilities.	Teacher Observation

FOURTH GRADE

The fourth grade physical education framework introduces lead-up games and team sports. Students should be able to follow specific rules, procedures, and etiquette involved in participating in physical education with few reminders.

Fourth grade students will model acceptable behaviors for the physical activity setting. Safe practices, classroom rules and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through large group activities.

Teachers should reinforce the importance of cognitive ability in performing a complex movement and that fundamental skills are the building blocks to performing more complex actions. Teachers should explain that many games (i.e., baseball, volleyball) require students to use a series of fundamental movement skills (i.e., catching, throwing, running, balancing, serving, striking, etc.).

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

FOURTH GRADE

Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)**

   a. Apply manipulative skills* to enhance participation in physical activity settings.
   b. Employ fundamental movement skills* in various settings.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (C, L, S, P, FM)**

   a. Apply specific direction and force to manipulative skills.
   b. Incorporate basic offensive and defensive strategies (i.e., one on one, arms out for balance on the balance beam, alignment of players in volleyball, etc.) in a variety of settings.

3. **Exhibit a physically active lifestyle. (L, F, C)**

   a. Participate regularly in a variety of physical activities.
   b. Maintain participation in activities outside of the school setting.
   c. Identify benefits derived from physical activities.

4. **Achieve and maintain a health-enhancing level of physical fitness. (F, L, GM, AP)**

   a. Participate in moderate* to vigorous* physical activities on a daily basis.
   b. Understand health related fitness standards (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing* and demonstrate physical fitness.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, S, L, AP)**

   a. Work cooperatively and productively with a partner or in a group setting.
   b. Accept and respond to winning and losing with dignity and understanding.
   c. Share and appreciate different cultural, national, or ethnic activities or games.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (L, F, S, AP, C)**

   a. Express enjoyment while participating in physical activity.
   b. Recognize personal challenges and experiences in physical activities.
   c. Encourage interaction with peers while performing physical activities.

Grade Level: Fourth Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have students participate and learn rules in lead-up games such as one base baseball, sideline soccer, 2 on 1 hockey, and basketball Frisbee to demonstrate manipulative skills* (i.e., bouncing, throwing, kicking, rolling, striking, and trapping the ball, puck, or Frisbee).	Teacher Observation Written Test
1	b	Have students use skills learned in physical education in a variety of settings (i.e., recess, intramural sports, summer programs, pick-up games).	Teacher Observation
1 2	a a	Have students demonstrate the proper grip on a tennis racket to perform the forehand strike. Explain how the amount of force applied determines the distance that the ball lands.	Teacher Observation
2	b	Students will participate in a game of "Capture the Flag". Each team has a designated area called "base". "Base" is where each team's flag is located. Each team also attempts to capture the opponent's flag while protecting their flag. Observe students to determine if they are incorporating learned skills into game settings.	Teacher Observation
3 6	b a	Encourage students to participate in moderate to vigorous physical activities such as intramural sports offered by the school or local community programs. Have students write about physical activity experiences in other settings.	Self Assessment
3 6	c a	Have students interview a person with a healthy lifestyle and report to the class the benefits of physical activity.	Teacher Observation
1 4	b a	Have students participate in calisthenics*, lead-up games, or individual skills (i.e., balancing, running, hopping, skipping, throwing, catching, striking, kicking, etc.) to improve performance in activities that require students to use many skills.	Teacher Observation
4	b	Students will identify their strengths and weaknesses by participating in fitness tests, such as "Fitnessgram" www.americanfitness.net or the "Presidential Challenge to Physical Fitness" www.presidentschallenge.org.	Self Assessment Journal

1	b	Have students estimate the number of steps to specific places around campus. Then have students walk to these places and count the actual number of steps it takes. Discuss overestimating and underestimating. Have students create a pictograph or bar graph representing the number of steps taken.	Journal Written Assignment
6 5	a b	Have students write three sentences on the feelings they have when winning/losing and three sentences about the positive outcomes gained by participation in the game/sport.	Self Assessment
6 1	b b	Have students select and practice a skill that he/she needs to improve.	Self Assessment

FIFTH GRADE

The fifth grade framework focuses on the mastery of fundamental movement and manipulative skills. The application of these skills through strategic performance is a crucial component. Instruction should also address rhythmic patterns and fitness acquisition as students participate in a wide variety of physical activities.

Fifth grade students should recognize the value of rules, fair play, safety and respect for others. Students should also continue to develop cooperation skills that allow for the completion of a common goal.

The teacher should reinforce the concept on how proper practice results in better performance of skills and how participation in physical activity can lead to a healthier lifestyle by delaying age related diseases.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

FIFTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPENTENCIES and Suggested Objective

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, S, F)**

   a. Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.
   b. Demonstrate improvement of form, strength, and accuracy in performing manipulative skills*.
   c. Demonstrate movement skills with productivity during team activities.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (C, GM, FM, L)**

   a. Plan basic offensive and defensive strategies designed for team activities.
   b. Recognize the critical elements that would enhance a peer's performance of a specialized skill (i.e., grip in tennis, dribbling with fingertips in basketball, etc.).
   c. Identify basic techniques of movement skills and apply them with proficiency.

3. **Exhibit a physically active lifestyle. (F, L)**

   a. Identify opportunities in the school and community for regular participation in physical activity.
   b. Participate in physical activities that will help prevent a sedentary lifestyle.

4. **Achieve and maintain a health-enhancing level of physical fitness. (F, L, GM, AP)**

   a. Meet health-related fitness standards (i.e., muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing.
   b. Demonstrate several activities involving each component of health-related fitness (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*).

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (C, S, P)**

    a. Demonstrate an understanding of various roles within group activities.
    b. Recognize and follow rules and procedures while maintaining ethical behavior during physical activities.
    c. Identify areas of concern for safety of self and others in physical activities.
    d. Recognize attributes that individuals with differences can bring to group activities.
    e. Work cooperatively with peers who demonstrate variations in skill development.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, P, L, F)**

    a. Associate positive feelings that result from participation in physical activities.
    b. Use physical activity as a means of challenging one's body and mind.
    c. Interact with peers while performing physical activities.

Grade Level: Fifth Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Participate in running and dodging games that require twisting and turning.	Teacher Observation
1	a	Demonstrate the polka step (hop-step-together-step). Have students learn and perform steps to the electric slide.	Rubric
1	b	Have students practice overhand/underhand throwing, catching, shooting, dribbling, kicking, and striking activities at varying distances.	Checklist
1 5	c c	Play "Rip Flag" (i.e., Two teams will have different color flags attached at the waist level with Velcro. Each team must attempt to capture the other team's flags using chasing and fleeing skills.	Teacher Observation
2	a	Have students create a routine using basketball passing skills (i.e., three on three dribble/pass, three on two, two on one full court drill.	Teacher Observation
2 5	b e	Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	Task Sheet Peer Assessment
2	c	Have students create and present a line dance using basic steps to music. Students should also develop knowledge of music through rhythm.	Task Sheet/Peer Assessment
3 4	a b	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league).	Student Journal

3	b	Encourage students to participate in activities such as walking, bike riding, and fishing. Discuss how these activities help prevent a sedentary lifestyle.	Checklist
4 4	a b	Administer pre and post fitness tests to measure cardiovascular endurance, muscular strength/endurance, body composition*, and flexibility. Have students write a summary about their perception of the fitness test results.	Pre and Post Fitness Tests
5	a	Assign students different roles within physical activities (i.e., student leader, umpire, scorekeeper, equipment manager, etc.) Rotate roles throughout the activity. Have students write about the responsibilities and importance of each role.	Teacher Observation Written Assignment
5	b	Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities.	Rubric
5	c	Have students list safety procedures for specific activities according to the level of involvement (i.e., player wearing helmet, player remaining in on-deck circle, spectator remaining aware of surroundings, umpire wearing protective gear, media remaining in designated areas, etc.).	Written Assignment
5	e	Have students role-play how to properly respect and care for a wheelchair bound person through verbal and nonverbal encouragement and assistance.	Teacher Observation
6	a	Create drawings, posters, or cartoons for the school/local newspaper that display the benefits of participating in physical activity.	Rubric Teacher Observation

SIXTH GRADE

Physical education for sixth grade students should provide various opportunities to participate in appropriate lead-up games and activities. Participation in mature competitive games is one of the motivations for the developmental progression of these skills. Instruction should also include opportunities for students to create their own rhythmic and movement patterns.

Fitness is a major component of the sixth grade framework. Students should participate in numerous fitness activities for varying lengths of time. Participation in these activities should enable students to develop multicultural awareness. They should understand and respect the contributions of others with similar and different skill levels.

The teacher should encourage students to not just "go through the motion" when practicing, but to practice at a high level of engagement and to concentrate on what they are doing. Teachers should also encourage students to practice skills in a variety of settings.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

SIXTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of movement patterns. (GM, FM, L, C)**

   a. Demonstrate increased proficiency of movement skills in lead-up game situations.
   b. Practice a rhythmic activity.
   c. Create sequences that combine different patterns of movement skills.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, AP)**

   a. Analyze the critical elements that would enhance a peer's performance in a specialized skill.
   b. Comprehend the importance of warm-up* and cool down* techniques during physical activity.
   c. Discuss concepts that impact the quality of proper practice techniques.

3. **Exhibit a physically active lifestyle. (L, F)**

   a. Participate in physical activities in and out of the school's physical education setting.
   b. Participate in moderate to vigorous physical activity on a regular basis.

4. **Achieve and maintain a health-enhancing level of physical fitness. (C, F, L)**

   a. Identify each health-related fitness component (i.e., cardiovascular endurance*, muscle strength*, flexibility*, muscular endurance*, and body composition*) and the impact of physical participation on these components.
   b. Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.
   c. Examine pre-and post-fitness test scores after participation in fitness-enhancing activities.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (S, P, C)**

    a. Follow rules and procedures and display sportsmanship while participating in physical activities.
    b. Practice responsible decision-making during specific activities.
    c. Demonstrate concern for safety of self and others during physical activities.
    d. Appropriately handle conflicts that may arise during a physical activity.
    e. Accept various skill levels when performing physical activities.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (F, L, S, C)**

    a. Engage in physical activities that provide challenge.
    b. Describe and practice positive feelings associated with physical fitness.
    c. Identify physical changes that occur in our bodies associated with physical activity.

Grade Level: Sixth Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b, c	Play dribble tag. Have two to four students dribble a ball while chasing other students. The students who are being chased should be required to use a variety of locomotor* skills, such as running, hopping, skipping and to change them on command. Have students assume various roles during activity.	Teacher Observation /Peer Assessment
1	a, b	Teach rhythmic activities using a variety of sports equipment (i.e., dribbling to music, using stretch bands, performing rhythmic parachute activities).	Peer Observation
2	a	Have students create a checklist according to activity to determine if peer is using appropriate techniques to enhance performance.	Peer Observation
2	b	Teach proper warm-up*/cool down* techniques to prevent injury. Have students warm-up and cool-down before and after all activities (i.e., hold stretching and walking to reduce heart rate after running).	Teacher Observation
2	c	Explain/demonstrate proper technique for specific activities. Watch teacher-made video on correct/ incorrect form of specialized skill (i.e., throwing, catching, shooting, movement skills, etc.) and critique performance of that skill.	Project/Checklist Teacher Observation
3 5	a b	Students will complete group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	Journal Entry
3	b	Use pedometer to count steps throughout the day. Record results in a physical activity log.	Portfolio

4	a	Have students participate in health related fitness activities and explain the importance of each component. Reinforce science skills by explaining how physical activity and proper nutrition affect the major organs of the body.	Portfolio
4	b	Ask students to set fitness goals. Have students estimate heart rate (before, during, and after) and then monitor heart rate with clock or stopwatch (before, during, and after) physical activities. Have students graph the estimated and actual heart rates.	Portfolio
4	b	Have students maintain his/her target heart rate zone* (see glossary) for 20 minutes while participating in an activity of their choice.	Fitness Test
4	c	Have students graph pre- and post- fitness test scores and compare results. Have students answer questions about fitness levels and improvements.	Written Test
5	a, b, c, d	Provide students with scenarios of game situations. Have students explain the importance of accepting a controversial call and appropriately handling conflicts.	Journal Entry
6	b	Describe ways the body can be used to express and/or communicate ideas and feelings.	Teacher Observation
6	c	Explain the different dimensions of health (i.e., physical, emotional, social, mental, and spiritual).	Written assignment
6	c	Have students identify changes in heart rate, perspiration, and muscle development through participation in physical activity. Discuss how being active reduces stress, decreases hyperactivity, etc.	Written assignment Teacher Observation

SEVENTH GRADE

The framework for seventh grade students in physical education is to help ensure that all students are given the best possible opportunities to learn basic sports skills. Successful participation in any lead-up, team, individual or dual sport, as well as nontraditional sports and game activities is directly related to total fitness and the future wellness of students. By the seventh grade, students should be able to work cooperatively while enjoying interaction with others. These students should be able to follow rules, regulations, and safety procedures.

The teacher should reinforce student participation in a variety of activities. The teacher should provide students with opportunities not only to perform skills but also to describe how to perform the skill.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

SEVENTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

*See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)**

   a. Demonstrate competency*of movement skills while participating in team and individual sports.
   b. Utilize knowledge of previously experienced skills and strategies during a variety of non-traditional sports and game activities.
   c. Create and practice a rhythmic activity.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, GM, FM, S)**

   a. Create and modify activities that provide practice of selected skills to help improve physical performance.
   b. Critique personal and peer's skill performance.
   c. Identify the basic training principles (i.e., FITT*, Warm-up/Work-Out/Cool Down, specificity, overload, intensity).

3. **Exhibit a physically active lifestyle. (F, L, C)**

   a. Participate in physical activities based on individual interests or capabilities.
   b. Explore different lifelong physical activities.

4. **Achieve and maintain a health-enhancing level of physical fitness. (F, L, C, GM, FM)**

   a. Participate in fitness assessment and developmentally appropriate health-related activities for the purpose of improving skill performance and physical fitness.
   b. Design a personal fitness plan*.
   c. Engage in physical activity at an increased heart rate for a minimum of 20 minutes at least three times per week.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (S, P)**

    a. Follow rules and regulations and respect others.
    b. Understand the importance of safety for self and others, as well as proper use of equipment during physical activities.
    c. Work cooperatively with others regardless of personal differences.
    d. Use positive peer interaction to enhance personal physical activity.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, P, L, AP)**

    a. Use the physical activity setting as an opportunity to improve social skills (i.e., self expression, social interaction, etc.).
    b. Analyze physical fitness experiences regarding social, emotional, and health benefits.

Grade Level: Seventh Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a a	The opponent will return the serve in tennis using the forehand or backhand stroke. Have students field the ball (i.e., softball or baseball) using the correct technique.	Checklist Skills test
1 5	b d	Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey, fencing, archery).	Teacher Observation
1 5	c c	Use bouncing a ball to music, jumping rope to music, and/or tinikling (National dance for the Philippines that combines physical education and music).	Peer Assessment
2 5	b c	Explain the skills necessary to maximize student's success in performing the underhand serve in the following phases of volleyball. <u>Preparation phase</u>- feet in comfortable stride, weight evenly distributed, and eyes on ball <u>Execution Phase</u>- swing arm back, transfer weight, contact ball with heel of open hand, and contact ball below center <u>Follow through</u>- swing striking hand forward to top of net, and transfer weight to front foot Have students observe a peer performing one or all of the components of this skill and provide feedback.	Task Sheet /Cards Peer Observation
2	c	Discuss the changes (i.e., increased heart rate, perspiration, increased respiration, etc.) that occur after performing physical activity based on the FITT principal (Frequency, Intensity, Time, and Type of activity). Have students identify the weakest area and create a plan for improvement.	Self Assessment

3 4 6	a b a	List personal interests and abilities and have students research opportunities available in these areas to meet their fitness needs.	Activity Log
3	b	At the beginning of the year give an interest survey on lifelong physical activities. The teacher should incorporate the results in yearlong planning.	Survey
4	a	Administer a health related fitness test. FitnessGram- www.americanfitness.org, Physical Best- www.aahperd.org, Presidential Challenge to Physical Fitness Test- www. presidentschallenge.org Use health related activities from Physical Best or other fitness curricula.	Fitness Test
4	b	Based on fitness scores have students develop a fitness plan that improves body composition, muscular strength, muscular endurance, flexibility, aerobic fitness, etc.	Journal Entry Portfolio
4	c	Record heart rates obtained through a variety of endurance activities within a 20-minute time frame. Have students explain the difference between resting and exercising heart rate based on how vigorous the exercise was (i.e., heart rate after walking, heart rate after running, etc.). Collectively compile data and create a chart listing each student's heart rates.	Portfolio Journal Entry
5	a, b	Provide students with scenarios of inappropriate use of equipment and space. Have students demonstrate the appropriate use.	Teacher Observation
5	c	Have students research and discuss how culture affects social development.	Teacher Observation
6	b	Write one paragraph on how participation in physical activity promotes a healthy lifestyle (i.e., social, emotional, etc.).	Student Journal

EIGHTH GRADE

Physical education for eighth grade students should provide experiences for social interaction. It should provide a positive setting for students to compete, gain respect for others, and to build self-confidence. Students will be challenged by high levels of competition and by learning new and/or different activities. Most skills should be practiced as a whole so that rhythm is maintained. If segments of a skill are practiced, it should only be for a short period of time.

The teacher should reinforce consistency in performing complex skills in complex environments. Students should be aware that individuals learn skills at different rates and mastery is not solely based on the amount of time spent performing the skill. Teachers should also reinforce short-term goals and self-evaluation so students can easily identify personal successes.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

EIGHTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

*See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)**

   a. Demonstrate increased proficiency in movement skills while participating in team and individual sports.
   b. Perform continuous and discrete skills (i.e., discrete skills have a defined beginning and end and continuous skills are ongoing).
   c. Execute offensive and defensive strategies in individual and team sports.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, F, L, GM)**

   a. Create offensive and defensive strategies in physical activities.
   b. Apply appropriate warm-up and cool down* techniques while participating in a variety of physical activities.
   c. Utilize principles of training and conditioning (FITT*, Warm-up-Work out- Cool down*, specificity, intensity, overload) to improve physical fitness.
   d. Understand how biomechanics (i.e., human movement from a variety of perspectives) affects performance.

3. **Exhibit a physically active lifestyle. (C, GM, P, L)**

   a. Participate in games, sports, dance, and/or other activities in a variety of settings that are based on personal interests.
   b. Set personal physical fitness goals based upon the results of fitness assessments.
   c. Participate and apply basic muscular strength and endurance principles and safety practices both inside and outside of school.

4. Achieve and maintain a health-enhancing level of physical fitness. (L, C)

a. Apply each health-related fitness component (i.e., muscular strength, endurance, flexibility, body composition, aerobic fitness) and explain how participation in physical activity impacts personal fitness.
b. Examine and discuss pre- and post-fitness test scores after participation in fitness-enhancing activities.
c. Implement a personal fitness plan to accomplish a physical fitness goal.

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (S, P, L)

a. Exhibit characteristics of a positive role model.
b. Solve conflicts in physical activity by determining potential solutions.
c. Work cooperatively in a group to achieve common goals.

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, L, F, C)

a. Express enjoyment while participating in physical activities.
b. Engage in physical activities that provide challenge, problem solving, decision-making and risk taking.

Grade Level: Eighth Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have students demonstrate extension and control through cartwheels and handstands.	Checklist Skills test
1	b	Have students practice discrete skills (i.e., forearm volleyball pass, bowling) and continuous skills (i.e., juggling, dribbling a basketball).	Teacher Observation
1 6	c b	Have students participate in scrimmage game (i.e., badminton or soccer) to apply learned skills.	Teacher Observation
2	a	Devise a game using offensive and defensive strategies in specific sports. (i.e., When students are playing capture the flag, have them decide how many will stay to protect the flag and how many will attempt to capture the other team's flag. Have students determine if man-to-man coverage or zone coverage in a game of basketball would be the best strategy to maximize chances of success.)	Peer Observation
2 2	b c	Perform warm-up* and cool-down* exercises before and after activities throughout the year and discuss the importance of each. Observe students to ensure that proper stretching techniques are being used.	Observation
2	d	Have students understand how proper hip rotation improves performance of striking skills and how knee extension improves performance of a kicking skill. Have students demonstrate these proper techniques.	Peer Observation

3	a	Have students participate in a variety of activities based on their own interests. Reinforce that these activities could be different for everyone and that mastery of a skill is not necessary for enjoyment. Use survey to determine activities.	Survey Journal
3 4	b b	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of FitnessGram testing.	Fitness Test
2 3	c c	Research safety practices for basic muscular strength and endurance principles. Share information with class.	Research Paper
4	a	Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition in a variety of settings.	Journal
5	a	Discuss the influence of role models, listing positive and negative examples. Discuss the importance of displaying positive character traits to other students. Have students role play being a role model/mentor. Distinguish/Identify the traits exhibited by a person that students consider a good role model and how they differ from a negative role model (traits not actions). Allow proper debate when opinions differ.	Role Play Teacher Observation
6	b	Provide opportunities for students to engage in challenging activities (i.e., team sports, game settings). Observe students to see if they are using skills learned in a variety of settings.	Teacher Observation

NINTH GRADE

Ninth grade physical education is designed as a daily instructional program that includes a minimum of six themes: team, dual and individual sports, rhythms/dance, aquatics, fitness activities and gymnastics. Introduction to and participation in game type activities should be emphasized as opposed to skill mastery. The application of motor skills in instructor supervised game activities will help students learn and apply the social skills (i.e., cooperation, fair play, playing by the rules, etc.) necessary to function appropriately in society. Physical education may also include non-traditional activities. The program should allow students opportunities to practice and apply a range of motor skills in physical activities that emphasize the social skills associated with competition. Personal fitness assessment should be an integral part of a quality program.

Teachers should encourage students to use skills in unpredictable environments. Students should understand that practice is required to master a skill and to commit it to long-term memory. Once a skill is committed to long-term memory, it can be used for a very long time.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

NINTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)**

   a. Demonstrate proficiency in numerous movement forms.
   b. Use technology to evaluate a variety of movement forms.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, P, AP)**

   a. Identify and analyze the movement skills of self and peers during various physical activities.
   b. Design self-improvement plan to achieve a higher skill level in a movement activity.

3. **Exhibit a physically active lifestyle. (L, F, P, C)**

   a. Recognize the value of participating in vigorous activities over a sustained period of time.
   b. Establish personal physical activity goals based on previous assessments.

4. **Achieve and maintain a health-enhancing level of physical fitness. (F, L, C, AP)**

   a. Participate in a nationally recognized fitness test to assess personal fitness.
   b. Utilize various resources including technology to enhance personal fitness.
   c. Design and participate in a personal fitness program.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (C, S, P, L GM, AP)**

   a. Apply rules, procedures, and safe practices based upon teacher instruction.
   b. Work cooperatively with peers during physical activity.
   c. Demonstrate sportsmanship and fair play during physical activities.
   d. Recognize and understand the value of cultural diversity in physical activity.
   e. Develop strategies for including persons with different ability levels.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, L, F, GM, AP)**

   a. Participate regularly in health enhancing and self-rewarding physical activities.
   b. Recognize the extensive variety of physical activities, including those that will challenge the traditional notion of physical fitness.

Grade Level: Ninth Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Students will participate in team and individual activities that allow them to practice, improve, and apply previously learned motor skills in activities taken from the suggested activity list.	Teacher Observation Written Exams Skill Testing
1 3 4	b b b	Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, Fitnessgram www.aahperd.org, fitness testing software) to analyze and assess the improvement of their physical skills.	Self assessment Fitness Test
2	a	Using a teacher provided checklist or rubric, students will observe and evaluate the motor skills of peers in selected areas.	Checklists Rubric
2	b	Video students during physical activities. Have students watch video and use the checklist/rubric to evaluate movement skills. Design activities to improve movement skills.	Fitness Testing Peer Feedback
3	a	Students will complete a weekly physical activity log that includes a minimum of 10 physical activities. It should include activities in a variety of settings. Have students write a one-page essay identifying behavior changes needed to continue a healthy active lifestyle.	Rubric Journal
4	a	Complete the FITNESSGRAM or President's Challenge to Physical Fitness Test www.aahperd.org and www.presidentschallenge.org.	Pre- and Post- fitness testing

3	b	Assist students as they assess their fitness levels based on the five health related components of fitness (muscular strength, endurance, flexibility, aerobic fitness, body composition). Have students identify their weakest component and design a plan to improve it.	Pre- and Post- Fitness Testing
4	c	Students will use fitness assessment data to plan a personal fitness program to increase the five health related components (muscular strength, muscular endurance, aerobic fitness, flexibility, and body composition).	Rubric Checklist
5	c	Demonstrate a slide into a base that avoids deliberate injury to the defensive player.	Teacher Observation
6	a	Have students teach a skill to a younger group of students. Have students write a persuasive paragraph encouraging other students to participate in physical activity.	Rubric
6	a	Participate in an activity based on personal enjoyment. Have students write a speech on why they enjoy the activity and the health benefits of the activity. Present the speech to the class.	Teacher Observation Presentation
6	b	Students will participate in a variety of non-traditional activities that include strategy games (i.e., capture-the-flag, fitness activities, orienteering, rappelling, scavenger hunts, roller blading, water sports, unicycling). Have students write in journal describing challenges of nontraditional games.	Peer Assessment Journal

GRADES TEN - TWELVE

Grades ten through twelve are dedicated to mastery in more complex versions of various movements and proficiency in most activities. These should include a minimum of six themes: team, dual and individual sports, rhythms/dance, aquatics, fitness activities and gymnastics. Non-traditional activities should be included where facilities and instructional expertise are available. The primary focus of instruction should be on the application and mastery of activity skills that would encourage students to lead an active lifestyle. The application of these motor skills in instructor supervised physical activities will help students learn and apply the social skills (i.e., cooperation, fair play, playing by the rules, etc.) necessary to function appropriately in society. Additionally, students should plan, execute and alter, as needed, a fitness program that encourages them to be physically fit/active for a lifetime.

The teacher should reinforce that mental practice can increase performance, particularly at higher skill levels. Students should understand that regular participation in physical activity releases endorphins that allow individuals to enjoy and sustain their fitness programs. Family, school, and community attitudes are influenced by an individual's commitment to a fitness plan.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

GRADES TEN - TWELVE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)**

   a. Demonstrate proficiency in team-oriented skills.
   b. Improve upon a variety of advanced manipulative skills.

2. **Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, F, AP, P)**

   a. Analyze peer performance on specific movement skills.
   b. Determine offensive and defensive strategies while participating in team and individual sports.
   c. Use the outcomes of strategic decisions to encourage the improvement of personal performance.

3. **Exhibit a physically active lifestyle. (GM, FM, L, C, AP)**

   a. Participate in a variety of movement skill-related activities, which encourages a lifetime of physical fitness.
   b. Select activities that promote a physically active lifestyle by determining the health and fitness benefits of team, dual, individual, and lifetime activities.
   c. Create a plan to maximize success in a variety of activities (i.e., picnic, camping trip, flag football, picking up litter, etc.).

4. **Achieve and maintain a health-enhancing level of physical fitness. (C, L, GM, AP)**

   a. Develop and participate in an appropriate physical fitness program to improve personal fitness over an extended period of time.
   b. Maintain the five health related fitness components (i.e., aerobic fitness, muscular strength, muscular endurance, flexibility, body composition) to live a healthy lifestyle through the development of a fitness plan.

5. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (C, S, P, GM, FM, AP)**

   a. Engage in physical activities that encourage self-motivation and goal setting.
   b. Cooperate with peers personally and socially through physical activities.
   c. Acknowledge differences in peer abilities while working together to achieve physical activity goals.
   d. Develop an awareness of different cultures while respecting similarities and differences.
   e. Identify the effects of age on lifelong physical activity preferences and participation.

6. **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, AP, GM, L, P)**

   a. Interact with peers in a fun and challenging environment while participating in group-related physical activities.
   b. Recognize that participation in physical activity can provide opportunities for positive social interaction.
   c. Understand the value and benefits of physical activity which lead to a healthier lifestyle.

Grade Levels: Tenth – Twelfth Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have students participate in a tennis match. Students should display skills such as developing strategy, playing by the rules, scorekeeping, proper grip, force, etc.	Teacher Observation Rubric
1	b	Students will use professionally prepared and teacher-prepared videos and computer programs to improve their manipulative skills (i.e., jumping rope, keeping a bean bag in the air with repetitive foot contact, juggling).	Skill Test Rubric
2	a	Have students create a rubric to observe and analyze the movement skills of two other students.	Checklist Rubric
2	b, c	Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/ or volleyball.	Teacher Observations Checklist
3 4	a b	Have students use different methods to monitor the five health-related components of fitness (muscular strength, endurance, flexibility, aerobic fitness, body composition) and identify any correlation in data that would indicate fitness.	Lab Reports Checklist Fitness testing
3 4	b b	In order to demonstrate the knowledge of activities that promote a physically active lifestyle, students will select two activities that improve fitness levels in each of the health related components of fitness.	Checklist Written test
3	c	Have students create a list of supplies and materials they would need to go on an overnight backpacking trip. Encourage them to execute the plan with family.	Teacher Observation Written Assignment

3	c	Have students practice visualization, positive thinking, and relaxation methods. Explain to students how these techniques improve performance.	Teacher Observation
3	c	Have students organize a field day for grades K-6. Students should plan the activities, work the booths, take up tickets, etc.	Teacher Observation Checklist
4	a	Have students create a fitness plan that focuses on body composition. The fitness plan should include warm-up and cool down exercises (i.e., stretching), aerobic fitness exercises, and muscular strength and endurance exercises. Students should also plan for a nutritious appropriate diet using MyPyramid.	Portfolio
4	a, b	Have students record the fitness, intensity, time, and type of activity (FITT) that he/she engaged in for a specific amount of time. Identify likes/dislikes of the activity and needs for improvement.	Journal Portfolio
4	a, b	Have students create an outline explaining the activities, principles, and methods they plan to participate in to maintain aerobic endurance, muscular strength and endurance, flexibility, and body composition.	Written Assignment
5 6	c a	Create a large puzzle by cutting a sheet of plywood into approximately 10 pieces. Have students assemble the pieces without talking. Only the person holding the piece may place it.	Teacher Observation

5	d	Have students recognize the various ability levels in individuals and indicate strengths and weaknesses. Students should create a list of ideas for short-term goals to improve weak areas. These short-term goals are designed to meet long-term goals of students. The more proficient an individual becomes, the more likely he/she will continue to engage in physical activity.	Written Assignment
5	d	Have students recognize the similarities and differences in games from various cultures (i.e., the music from various cultures has different rhythms).	Written Assignment
5	d	Have students research how activity performed in different environments may require a greater amount of energy due to factors such as temperature, humidity level, and elevation (i.e., altitude affects oxygen level, temperature and humidity increases perspiration, etc.). Activities performed indoors may require a smaller amount of space. Have students participate successfully in a cooperative learning group activity with a wide range of diverse members.	Written Assignment
6	c	Students will prepare a report identifying reasons for participating (i.e., weight loss, reduce medical complications, relieve stress, socialization) or reasons for not participating (i.e., slowing of reflexes, loss of muscle strength, eye sight, possibility of injury, etc) in certain lifelong physical activities.	Rubric Written Assignment

GLOSSARY

Adapt-To be able to use learned skills in situations other than the setting the skills were learned.

Aerobic- Energy produced by the utilization of oxygen.

Aerobic Activities- Exercise that requires a continuous use of oxygen over an extended period of time (i.e., briskly walking, running, etc.).

Anaerobic Exercise- Exercise in which the body's demand for oxygen is greater than the supply.

Assessment- Interpretation of measurements for the purpose of making decisions about placement, program planning, learning, and performance objectives.

Balance- A skill-related component of fitness that relates to the maintenance of equilibrium while stationary or moving.

Body Composition- A health-related component of fitness that relates to the relative amounts of muscle, fat, bone, and other vital body parts.

Calisthenics- Exercises that develop muscle tone and improve physical well being.

Cardiovascular Endurance- Health-related fitness component that relates to the ability of the circulatory and respiratory system to supply oxygen during sustained physical activity.

Centers for Disease Control And Prevention (CDC)- Federal agency within the United States Public Health Service responsible for tracking disease incidence and taking action to control the incidence of such diseases.

Classroom assessment- An assessment developed, administered, and scored by teacher /teachers with the purpose of evaluating individual or classroom student performance on a topic.

Cognitive (C)- Observing, studying and reading about an activity, focusing on the proper technique.

Content Standards- Expectations of what students should know and be able to do in particular subjects and grade levels.

Continuous Skills- Skills that do not have a defined beginning and end.

Cool-down Exercises- A necessary phase of physical activity (walking and stretching) that enables the body to gradually return to the non-exercising state.

Coordination- A skill-related component of fitness that relates to the ability to use the senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately.

Developmentally Appropriate Activities – Programs of activities suited for the developmental needs,

capacities and limitations of students in physical education.

Curriculum- A body of material that defines the content to be taught and the methods to be used.

Differences in Individuals- Relating to the skill levels of individuals.

Discrete skills- Skills that have a defined beginning and end.

Endurance- The ability to continue performance of a movement activity.

Equilibrium- The state of a system whose motion is not being changed, accelerated, or decelerated.

Evaluation- Judgment requiring the quality, value, or worth of a response, product, or performance based on established criteria and usually based on multiple sources of information.

Exercise- Planned, structured, and repetitive body movement done to improve or maintain physical fitness.

Feedback- A verbal gesture, and/or physical consequence given immediately after a student responds to a cue.

Fine Motor Skills (FM)- Movement of small muscles, (e.g., writing, sewing, drawing, initiating facial gestures, pronouncing words).

Fitness- State of physical and mental well-being that allows the body to do work-related tasks.

Fitness Tests- tests (Pre-test, Post- test) that are given before a series of participation in physical activity and after a series of participation to determine an individual's progress.

FITT- Fitness, Intensity, Time, and Type of activity.

Flexibility-The ability of the joints, muscles and tendons to move freely with their full range of motion.

Fundamental Movement Skills- Basic skills that are necessary to improve performance.

Gross Motor Skills (GM)- Activities that require large muscle groups, (e.g., walking, running, standing on one leg, hopscotch).

Heart Rate-Number of times the heart beats per minute.

Intermediate form- Competent.

Instructional Alignment- Congruence of student outcomes, learning experiences and assessments.

Lifetime Activity- Skills and sports that can be used or played throughout life, not just at that particular time.

Limitations- Disadvantages an individual may have that limits his/her ability.

Locomotor- Moving that requires a series of actions to be repeated over and over (i.e., walk, run, jump, hop, skip, gallop, slide, leap).

Manipulative Activities- Activities such as jumping rope, keeping a foot bag in the air using repetitive foot contact, and juggling with scarves which require the use of manipulative skills (i.e., bounce, throw, kick, roll, hit, strike, trap). Manipulative activities develop both hand-eye coordination and dexterity.

Manipulative Skills- A skill in which an individual must handle an object with the hands, feet, or other body part.

Mastery- The capability to perform an activity repeatedly without error or hesitation at one's highest possible potential (proficient).

Mature form- The critical elements of a skill performed in a smooth a continuous motion.

Maximum Heart Rate- Highest heart rate value attainable during an all-out effort to the point of exhaustion (220 – age).

Metabolism- The total of all chemical reactions that occur in the body during the production of energy for work.

Moderate Activity- Exercising at a rate between resting and target heart rate.

Muscular Endurance- The ability of a muscle or muscle group to perform repeated contractions without fatigue.

Muscular Strength- The amount of force exerted or resistance overcome by a muscle for a single repetition.

Nonlocomotor- Movements (i.e., push/pull, bend/stretch, twist/turn, swing/sway, fall/ride) one can do from a stationary position.

Performance Assessment- Assessment that requires students to construct a response, create a product, or perform a demonstration.

Performance Task- Authentic, meaningful task that requires the students to synthesize knowledge and skills learned and apply them to construct a response, create a product and/or performance that demonstrates understanding.

Physical Activity- Bodily movement produced by the contraction of skeletal muscles that results in energy expenditure.

Physically Educated Person- A person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates in physical activities, knows the implications and benefits of such activity; and values its contributions to wellness.

Portfolio- A collection of student work over time.

Proficiency-The mastery of a specific skill.

Progression- Gradually increasing the intensity and duration of an activity.

Reaction Time- The interval of time from a suddenly presented, unanticipated stimulus until the beginning of a response.

Resting Heart Rate- The heart rate at rest, usually 60-80 beats per minute.

Rubric- A set of scoring guidelines for assessing student work.

Skill Development- Goals of a physical education program, learned by practicing fundamentals of movement in a planned sequential manner.

Skills- The ability of students to use knowledge effectively and readily in performance, the ability to transform knowledge into action.

Standards- Statements of specific expectations.

Strength- The amount of force a muscle can exert.

Specialized Skill- A skill that is necessary for an individual to perform in a certain task.

Sportsmanship- The ability to follow the rules of the game, show courtesy to other participants, etc.

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

Target Heart Rate-Maintaining an exercise heart rate between 60 and 80 percent of the maximum heart rate (See maximum heart rate).

Technique- The skill an individual uses to perform a specific task.

Trap- Method of stopping an object.

Understanding- Insight into key ideas, as reflected in thoughtful and effective use of knowledge and skills in varied situations.

Vigorous Activity- Exercising at target heart rate (See target heart rate).

Visual Focus- Where an individual should be looking when performing a skill (Example: When a student is attempting to balance his/her body they should be focused on a specific stationary place).

Warm-Up Exercises- Low intensity exercise designed to increase heart rate and raise the body's temperature to prepare for hard physical activity (i.e., stretching, walking, etc.).

PHYSICAL EDUCATION CONNECTIONS

www.aahperd.com

www.awesomelibrary.org

www.cdc.gov

www.edhelper.com

www.funattic.com

www.nauticom.net

www.ops.org/curriculum

www.pecentral.org

Physical Education Information Resource List

American Alliance of Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 20191-1599
www.aahperd.org
(800) 213-7193

American Heart Association
7272 Greenville Avenue
Dallas, Texas 75231-4596
www.americanheart.org
(800) 242-8721

Centers for Disease Control
MS K-32
4700 Buford Highway, NE
Atlanta, GA 30341-3724
(888) CDC-4NRG
www.cdc.gov

President's Council on Physical Fitness And Sports
701 Pennsylvania Avenue, NW, Suite 250
Washington, D.C. 20004
(202) 272-3421
www.presidentschallenge.org

The Cooper Institute
www.cooperinstitue.org

American Cancer Society
1599 Clifton Road, NE
Atlanta, GA 30329-4251
www.acs.org
(800) 227-2345

National Association for Sport and Physical Education
1900 Association Drive
Reston, Virginia 20191-1599
(800) 213-7193 Ext. 410
www.aahperd.org

National Recreation and Park Association
2775 South Quincy Street, Suite 300
Arlington, VA 22206-2204
(800) 649-3042
(703) 578-5558
www.nrpa.com

National Association of Governor's Councils on Physical Fitness and Sports
201 South Capitol Avenue, Suite 560
Indianapolis, IN 46225
(317) 237-5630

Suggested Physical Education Guides

Moving into the Future: National Standards for Physical Education- developed by the National Association for Sport and Physical Education

Moving into the Future: National Standards for Physical Education, 2nd edition- developed by the National Association for Sport and Physical Education

Children Moving- authored by George Graham, SHIRLEY Holt/Hale, and Melissa Parker

Concepts and Principles of Physical Education: What Every Student Needs to Know, 2nd Edition- developed by the National Association for Sport and Physical Education, edited by Bonnie Mohnsen

Suggested Assessment Resources

A. K-12 Assessment Series- developed by National Association for Sport and Physical Education

- Video Tools for Teaching Motor Skills Assessment
- Standards-based Assessment for Student Learning
- Assessing Student Outcomes in Sport Education
- Assessment in Games Teaching
- Creating Rubrics for Physical Education
- Assessing and Improving Fitness in Elementary Physical Education
- Assessing Motor Skills in Elementary Physical Education

B. Assessment Strategies for Elementary Physical Education-
Author: Suzanne Schiemmer

C. Teaching for Outcomes in Elementary Physical Education
Author: Christine J. Hopple

D. Grades K-6 Assessment System
Author: Karyn Shelhase

Suggested Cross Curriculum Guides

A. Shake and Learn Language Arts: Authors: Martha Halter and Lisa Young

B. Shake and Learn Grammar and Usage: Authors: Martha Halter, Leslie Jolissant, and Lisa Young

C. Action Based Learning: Author: Jean Blaydes