Title 7: Education K-12
Part 9

2013-2014
MISSISSIPPI PHYSICAL EDUCATION FRAMEWORK

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Physical Education Curriculum (K-12)

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Preface

The Mississippi Healthy Students Act of 2007 strengthened physical education and health education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. The Mississippi Healthy Students Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12.

As a result of this legislation, forty-five minutes of health education and 150 minutes of physical education/physical activity are required each week for students in grades K-8 and a ½ Carnegie Unit for graduation for grades 9-12.

This bill is referenced at http://www.mde.k12.ms.us/docs/healthy-schools/senatebill2369.pdf?sfvrsn=2.

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 Centers for Disease Control's *Physical Activity Guidelines for Americans (2008)* 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.

Physical Education (K-12) Executive Summary

PHILOSOPHY

The purpose of the 2013 Mississippi Physical Education Framework is to provide Mississippi physical educators in the public schools with a foundation for developing a quality physical education curriculum. This model provides consistency for physical education programs in the state. The 2013 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.

A high quality physical education program should address the physical development and skills (psychomotor), mental (cognitive), and social/emotional development (affective)of every child and incorporate fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.

-NASPE Definition of Quality Physical Education

Quality physical education is an essential component of a student's overall education. Every student in Mississippi will benefit physically, emotionally, and mentally from an educational process which provides the skills, attitudes and knowledge needed to develop and maintain a physically active and healthy lifestyle.

Physical education is delivered through a sequential developmentally appropriate curriculum utilizing best instructional practices. A variety of student-centered activities are utilized to teach movement skills and concepts in a safe-positive environment. Students are provided the opportunity to achieve and maintain their own level of physical activity. In addition, students are taught social and personal responsibility while being provided with the confidence in their physical skills requisite for a lifetime of physical activity.

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. It is flexible enough to allow opportunities for creativity by individual teachers.

Quality daily physical education is an integral part of the total educational process in Mississippi schools. A sequentially-planned program will result 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.

YOUTH AND PHYSICAL ACTIVITY

Physical activity can help control weight, reduce the risk of heart disease and some cancers, strengthen bones and muscles, and improve mental health. *The Physical Activity Guidelines for Americans* recommend that children and adolescents aged 6-17 years should have 60 minutes (1 hour) or more of moderate to vigorous physical activity (MVPA) each day. It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

Youth Physical Activity Guidelines

- **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
- **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
- **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

-Source: U.S. Department of Health and Human Services. *Physical Activity Guidelines for Americans*. Washington, DC: U.S. Department of Health and Human Services; 2008.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

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 education program. The competencies chosen for the framework were taken directly from the NASPE content standards for physical education. The National Standards for Physical Education are as follows:

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.

SUGGESTED GUIDELINES FOR SUCCESSFUL FRAMEWORK IMPLEMENTATION

ELEMENTARY

- Provide daily physical education for all students.
- Recommend maximum class size of thirty-five students per class for a minimum of thirty minutes per day.
- Engage students for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.

MIDDLE SCHOOL

- Require daily physical education for all students.
- Recommend maximum class size of thirty-five students per class.
- Engage students using the lesson's primary objectives for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- 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 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 forty students per class.
- Engage students using the lesson's primary objectives for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Require a minimum of fifty minutes per class.
- Provide adequate equipment and facilities specifically designated for physical education class.

ORGANIZATION

The 2013 Mississippi Physical Education Framework ensures that all students will have 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 (K-2, 3-5, 6-8, 9-12) that includes the purpose and overview. The framework is organized so that each grade level has six competencies that focus on physical education. Each competency has suggested objectives, suggested teaching strategies and assessments designed to reinforce the competency.

COMPETENCIES

The National Association for Sports and Physical Education (NASPE, 2004) 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.

The 2013 Mississippi Physical Education Framework competencies are based on these national standards and are required to be taught to all students. The six competencies do not have to be taught in the order presented within this framework. The competencies are intentionally broad to allow school districts and teacher's flexibility in developing curriculum unique to their students' needs.

OBJECTIVES

Each objective provided in the sample paragraph 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 the 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.

SAMPLE LESSON PLANS

The sample lesson plans listed under each competency can be accessed through the website listed below. Register at the “Health In Action” website below with your email address. Click on the grade level that you teach, click continue, then click on physical education. You can identify the topic that you are teaching in the box to locate lesson plans for that topic or you can get a listing of all topics under the physical education category for each grade level.

Supplementary lesson plans can be found at the following website:
www.healthyschoolsms.org/healthinaction.html

ASSESSMENT METHODS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves and the way parents, community, and governing bodies evaluate schools and districts. 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.

1. **Activity Log**
2. **Checklist**
3. **Fitness Test**
4. **Interview**
5. **Observation/Teacher**
6. **Parent Report**
7. **Peer Assessment**
8. **Portfolio**
9. **Role Play**
10. **Self Assessment**
11. **Skill Test**
12. **Student Contract**
13. **Student Journal**
14. **Written Assignment**
15. **Written Test**

2013 MISSISSIPPI PHYSICAL EDUCATION FRAMEWORK OVERVIEW

Grades Kindergarten-Two

Kindergarten through grade two 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 Three-Five

Grades three through five continues the development of fundamental motor skills, movement concepts, manipulative, non-manipulative, and perceptual motor skills. Students are provided the opportunity to refine these basic skills and apply these skills in a movement form. The instruction 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 an active lifestyle. 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 activities and knowledge that demonstrate competency in each activity.

Grades Nine-Twelve

Grades nine 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 lifetime activities. It is recommended that students take one credit of physical education yearly.

Skills and Concepts

Movement Patterns/Concepts			
Body Awareness	**Spatial Awareness**	**Quality of Movement**	**Relationships**
Shapes	General	Time/Speed	Far/Near
Balance	Personal	Force	Above/Below
Transfer of body weight	Direction	Flow	Front/Behind
Flight	Levels		On/Off
Landing	Pathways		Together/Apart
	Planes		Around/Through

GENERAL ACTIVITY BY CATEGORY

The following list is not meant to be all-inclusive. These are merely some examples of different types of activities, and skills used while participating in the activities being taught in grades K-12. Teachers may select some or all of these activities.

Team Sports	Individual Sports	Lifetime Sports	Fitness
Basketball	Tennis	Canoeing	Aerobics
Softball	Pickleball	Hunter Education	Weight Training
Volleyball	Badminton	Archery	Running/Walking
Ultimate Frisbee	Bowling	Rollerblading	Walking/Running
Table Tennis	Golf	Dance	Pilates
Soccer	Gymnastics	Swimming/Water Sports	Yoga
Team Handball	Frisbee Golf	Biking	
Field Hockey		Orienteering	
Track and Field		Cooperative Education	
Flag Football			
Speedball			

CYCLE

The Mississippi content area frameworks are on a six (6) year cycle. Implementation of the framework begins in the school year, 2013-2014.

KINDERGARTEN - SECOND GRADE

The emphasis of physical education in **Kindergarten-Second 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.

Kindergarten-Second grade students begin to understand and model 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.

Teachers in **first grade** 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.

Teachers in **second grade** 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 or modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

KINDERGARTEN – 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

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

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Develop fundamental locomotor*/non-locomotor*skills at an introductory level.	Students should follow specific instructions while performing basic activities, such as jumping with feet together from point A to point B.	**5**
Demonstrate clear contrasts between fast and slow.	Teachers may instruct students to mimic running speed of known animals (i.e., turtle, rabbit, and cheetah). Students should use a variety of *locomotor skills (i.e., jumping, galloping, and walking).	**5, 11**
Explore manipulative skills at an introductory level.	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 sock ball.	**5**
Demonstrate rhythmic movements, timing, and following a beat at an introductory level.	Have students demonstrate a variety of locomotor movements to slow and fast music.	**12**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Develop fundamental locomotor*and nonlocomotor*skills at the basic level.	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 or side to side.	**11**
Develop manipulative* skills at the introductory level.	Have students demonstrate throwing in an underhand and overhand movement pattern while stepping with the opposite foot.	**8, 11**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate locomotor* movements at the intermediate level.	Teachers can have students participate in activities that include changes in the speed of movement, and direction. Students will demonstrate these commands with verbal cues from the teachers such as relay races and/or obstacle courses.	**5, 12**
Demonstrate non-locomotor* movements with proficiency.	Teacher will lead the class in a sequence of stretching exercises as a warm-up that can lead into an aerobic* or anaerobic* type activity	**5**
Demonstrate manipulative* movements at the beginner level.	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.	**2**
Demonstrate rhythmic movements, timing, and following a beat.	Have students participate in basketball drills-shooting and dribbling, hula-hoop activities, and volleyball activities.	**2**

COMPETENCY 1. SAMPLE LESSON PLANS

P-1177 Look At Me **P-1186 Tomorrow is a Brand New Day** **P-177 Locomotor Basic Skills(Part 1)** **P-204 Locomotor Basic Skills(Part 2)**	**P -1178 Look At Me** **P-1110 Underhand Throwing Skills** **P-589 Hula Hoops (Part 1-5)** **P-205 Locomotor Basic Skills (Part 3)**	**P-1179 Look At Me** **P-207 Manipulative Skills 1** **P-251 Manipulative Skills 2** **P-206 Non-Locomotor Skills** **P-1182 Reach**

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

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify body parts (i.e., knee, foot, arm, etc.) and apply these to different movement activities.	Have students perform the musical game "Hokey Pokey."("You put your right hand in, take your right hand out")	**5**
Demonstrate awareness of immediate surroundings using a variety of movement skills while transferring weight in various directions and pathways.	Have students change direction of the movement on signal (may include north, south, east, and west).	**5**
	Have students identify and apply the concept of personal space and general space.	**5**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify body parts and movement of body parts during performance of motor skills.	Have students participate in the "Hokey Pokey."	**10**
Identify and apply fundamental locomotor* and non-locomotor* skills.	Have students use locomotor and non-locomotor combinations called out by teacher such as four jumps, three stretches, and five skips.	**10, 12**

Display manipulative skills* at the introductory level through a variety of activities.	Have students toss or bounce a ball to a designated target.	**5, 11**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify the different body planes (i.e., front, back, side) and involve each while performing locomotor skills.	Have students participate in a line dance to music. Rhythm and balance should be identified as key elements. Have students participate in aerobic activities that include dance steps along with stretching exercises.	**5**
Apply movement concepts and principles to a variety of basic skills.	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.	**5, 11**
Understand the benefits of trying new or difficult tasks.	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.	**5**

COMPETENCY 2. SAMPLE LESSON PLANS

P-1059 Parachute: Part 1 **P-1060 Parachute: Part 2** **P-1061 Parachute: Part 3** **P-1062 Parachute: Part 4** **P-1063 Parachute: Part 5** **P-1180 Reach**	**P-1181 Reach** **P-1111 Rainy Day Recess 1** **P-1112 Rainy Day P.E.** **P-254 Tying My Shoes**	**P-1111 Rainy Day Recess 1**

3. Participates regularly in physical activity (GM, L, F, C, L, S)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Regularly participate in a variety of non-structured physical activities in school settings and out of school settings (recess, home) individually and as a group.	Have students engaged in teacher-led exercises by participating in a tag game for aerobic activity (i.e., Freeze Tag, Heart Healthy Tag, or Amoeba Tag: Physical Best Activity Guide, Elementary level).	**5, 8**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply activities learned during physical education in other settings.	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, bicycling, sports, and walking.	**2**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in moderate to vigorous activities* such as bike riding, swimming, etc., outside of class. Discover the positive effects physical activity has on the body (i.e., enhances respiratory functions, stimulates muscle growth, decreases hyperactivity, increases heart rate).	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 of the activities makes them feel.	**15**

COMPETENCY 3. SAMPLE LESSON PLANS		
P-1158 Getting Active with Jack the Apple **P-1155 I'm Healthy** **P-1184 The Heart Song** **P-1113 Posture**	**P-1187 Tomorrow is a Brand New Day** **P-1123 Cardio-Respiratory Fitness** **P-1153 The Freeze Game** **P-1124 Speed and Power**	**P-1188 Tomorrow is a Brand New Day** **P-1156 Paper War** **P-1154 Mental Energizers**

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

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Vigorously*participate in physical activity for a sustained amount of time.	Have students run back and forth across a specified distance at a pace that gets faster each minute (i.e., FITNESSGRAM Pacer test).	**5**
Recognize the change in heart rate and respiration as a result of physical activity.	Have students locate the heart with the right hand and show speed of heart beating by opening and closing left hand.	**5**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify changes in the body that occur at different levels of physical activity.	Have students identify changes in heart rate, perspiration, and breathing patterns while they participate in aerobic activities (i.e., jumping rope, running, walking).	**3**
Participate in basic exercises and physical activities with moderate efficiency.	Introduce students to the exercises that are assessed in the ***President's Challenge on Physical Fitness and/or FITNESSGRAM*** **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org** (aerobic capacity, body composition, muscular strength, muscular endurance, and flexibility).	**3**
Engage regularly in moderate to vigorous activity*, emphasizing muscular strength*, flexibility*, and cardiovascular endurance*.	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. Have students' complete pre-post test. Students will use a clock as the measurement of time.	**5, 11**
Accomplish and retain physical fitness goals set at the introductory level.	Have students participate in a teacher constructed fitness test at the beginning and the end of the school year.	**3, 9**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in and recognize the benefits of sustained physical activity that causes increased heart rate and respiration.	The teacher can have students participate in moderate to vigorous physical activity (MVPA*) such as, (running, jogging, jumping jacks) and then compare and contrast the changes in heart rate and perspiration. Students can compare their heart rate before and after MVPA by counting the heart rate for six seconds and adding a zero.	**15**
Recognize components of physical fitness such as muscular strength, muscle endurance, and flexibility at an introductory level.	Students will complete and discuss all 5 activities (i.e., curl-ups, endurance run, pacer, pull-ups or right angle push-ups, shuttle run, V sit reach or sit and reach, or shoulder stretch) of the ***President's Challenge to Physical Fitness and Sports Test*** or ***Fitnessgram*** and compare/contrast fall test scores to spring test scores. **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org**	**3, 15**
Perform activities that result in the development of muscle strength and endurance, flexibility, and coordination at an introductory level.	Teacher will have students perform muscular strength and endurance exercises that include but are not limited to crunches, push-ups, and pull-ups. Students will also perform basic flexibility exercises for the upper and lower extremities and explain the benefits of flexibility.	

COMPETENCY 4. SAMPLE LESSON PLANS

P-1291- P-1305 Moving with Fruits and Vegetables **P-1114 Balance**	**P-1144 Body Composition** **P-1119 Warm-Up/Cool-Down**	**P-1140 Strength and Endurance** **P-1129 Training Principles** **P-1125 Fitness** **P-1115 Coordination and Agility**

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

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules, procedures and safety practices while recognizing inappropriate behavior.	Students should follow specific instructions from the teacher while performing basic activities, such as jumping with feet together from point A to point B.	**5**
Follow directions and work cooperatively with others during physical activity.	Have students choose a partner and then decide on a skill to practice (i.e., push-up, curl-up, balance beam, etc.).	**8**
Demonstrate proper use and care of equipment.	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.	**5**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safety practices with little reinforcement from teacher.	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.	**5**
Demonstrate proper courtesy, cooperation and sportsmanship with others.	While participating in games such as “Duck, Duck Goose” students should demonstrate the ability to share space.	**5**
Respect the physical and performance differences of others.	Students will use locomotor skills on a low balance beam (1”x4”h, 2”x4”w or painted lines on the parking lot can be substituted for the balance beam). Reinforce the importance of students encouraging other students.	**5**

GRADE TWO

Apply rules, procedures, and safe practices with little or no reinforcement.	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.	**11**
Work cooperatively with a partner or group and recognize the enjoyment of shared play.	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 and passing, etc.).	**5, 11**
Recognize and experience physical activities from other cultures.	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 Kinetics, 1997)	**5, 12**

COMPETENCY 5. SAMPLE LESSON PLANS

P-1189 Safe Routes to School - K-2 - Lesson 1 **P-1191 Safe Routes to School - Kindergarten - Lesson 2**	**P-1193 Safe Routes to School - First Grade - Lesson 1** **P-1170 Math Fact Fun** **P-1128 What If You Lose When You Play to Win?**	**P-1157 Diversity Elementary: Abilities** **P-1145 Fitness Addition** **P-1120 All Fit Workout** **P-1116 I've Got It**

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

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Express a positive outlook during physical activity and enjoy interaction with others.	Have students choose a partner and then decide on a skill to practice (i.e., passing a soccer ball, basketball, or volleyball etc.). Instruct students to exercise when the music is on and rest when the music is off.	**8**
Develop skills while participating in different activities individually and while working with others.	Have students choose a partner and then decide on a skill to practice (i.e., bouncing a ball, tossing a ball with a partner, etc.). Instruct students to exercise when the music is on and rest when the music is off.	**8**

GRADE ONE

Recognize the feelings resulting from challenges, successes, and failures during physical activity.	Students will discuss how they feel when participating in various physical education activities.	**12**
Exhibit a positive outlook while encouraging peers during physical activity.	Students will use locomotor skills on a low balance beam (1”h x 4”w, 2”h x 4”w or painted lines on the parking lot can be substituted for the balance beam). Reinforce the importance of students encouraging other students.	**5**
Express a willingness to try new activities and continue to participate when not successful on the first try.	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.	**5**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Cooperate in helping others to achieve goals. Be aware of the feelings resulting from challenges, successes, and failures during physical activity.	The teacher will have students identify a partner and work cooperatively with their partner to complete the task assigned. Have students express feelings they associate with physical activity.	**15**

COMPETENCY 6. SAMPLE LESSON PLANS		
P-1189 Safe Routes to School - K-2 - Lesson 1 **P-1143 Heads, Shoulders, Knees and Toes**	**P-1199 The Tortoise and the Hare - Grades 1 & 2** **P-1141 The Butterfly** **P-1118 Mighty Me Training Camp**	**P-1142 Fitness Spelling** **P-1138 Rock the Baby** **P-1136 Dog and Cat**

THIRD-FIFTH GRADE

The emphasis of physical education in **third-fifth grades** 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 non-locomotor skills in combination with movement skills. Cognitive concepts associated with movement will enable the student to demonstrate positive attitudes toward healthy lifestyles and physical activities.

Third and 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. Students should recognize the value of rules, fair play, safety and respect for others.

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. Lead- up activities are emphasized for application of learned skills. Students should be able to follow specific rules, procedures, and etiquette involved in physical activity.

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 or modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

THIRD-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 Objectives:

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

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Begin to use locomotor* and nonlocomotor* skills to perform rhythmic activities.	Students will perform a game of Hopscotch. Balance and smooth transition should be identified as necessary skills to be successful.	**15**
Demonstrate an intermediate form of manipulative skills.	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.).	**15**
Perform fundamental movement skills* in a variety of settings.	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).	**2**

Apply manipulative* skills to accomplish the objective of the activity.	With a partner, 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) when receiving a ball.	**2, 11**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply manipulative skills* to enhance participation in physical activity settings.	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).	**5, 17**
Employ fundamental movement skills* in various settings.	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.	**5**

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.	Have students learn and perform simple dances in time with music, such as, polka step (hop-step-together-step), Electric Slide, Cha-Cha Slide.	**11**
Demonstrate improvement of form, strength, and accuracy in performing	Have students practice overhand/underhand throwing, catching, shooting, dribbling, kicking, and striking	**2**

manipulative skills*. Demonstrate movement skills with productivity during team activities.	activities at varying distances. 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).	**5**

COMPETENCY 1 SAMPLE LESSON PLANS.		
P-1121 Rainy Day Recess 1: Intermediate Grades **P-909 Math Battle Field** **P-853 Scientific Head Shoulders Knees and Toes 1** **P-852 Scientific Head Shoulders Knees and Toes 2**	**P-973 Classroom Olympics** **P-859 Jumping to Learn** **P-891 Multiplicity Volleyball**	**P-910 Three Facts and a Fib** **P-900 Jump the Solar System** **P-847 Virus Attack**

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)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Adapt body movements according to particular obstacles.	Students should complete a teacher-constructed obstacle course that requires a variety of locomotor movements, non-locomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	**2**
Understand how appropriate practice improves performance.	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	**5**

Improve performance by participating in new and difficult tasks.	overhand throw so the landing of the horseshoe is much softer.) 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.	**2, 11**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply specific direction and force to manipulative skills.	Have students demonstrate the proper grip on a tennis racket to perform the forehand groundstroke. Explain how the amount of force applied determines the distance that the ball lands.	**5**
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.	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.	**5**

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Plan basic offensive and defensive strategies designed for team activities.	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.	**5**
Recognize the critical elements that would enhance a peer's performance of a specialized skill (i.e., grip in tennis, dribbling with finger tips in basketball, etc.).	Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	**8**

COMPETENCY 2. LESSON PLANS

P-1309 Basketball Basics – Dribbling	**P-1320 Playground Ball Basics - Passing and Catching**	**P-1321 Playground Ball - Four Square**
P-1310 Basketball Basics – Passing	**P-1319 Soccer Basics – Heading**	**P-1314 Measuring the Basketball Court**
P-1311 Basketball Basics - Shooting	**P-1315 Football Basics - Passing**	**P-1122 Rainy Day P.E.: Intermediate Grades**
P-1318 Soccer Basics – Dribbling	**P-1317 Football Basics - Punting a Football**	**P-1008 Chinese Jump Rope MCT2 Review**
P-1316 Football Basics – Running With the Ball	**P-981 String Games**	**P-978 Fantastic Fun Stunts**
P-975 3-Rs	**P-971 Historical Who Am I**	**P-946 Space Exercises**
P-945 Flying Lid Football	**P-940 Snowball Math**	**P-942 The Tug of the Civil War**
P-908 Arm Yourself	**P-787 International Hopscotch**	

3. **Participates regularly in physical activity (GM, L, F, C, L, S, AP).**

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in moderate to vigorous* physical activities.	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.	**11**
Explain the importance of a physically active lifestyle.	Students will develop an individual plan to exhibit a physically active lifestyle.	**8**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate regularly in a variety of physical activities.	Teacher will have students participate in physical activities that will improve the student's cardiovascular health and enhance their skill level.	**12**
Maintain participation in activities outside of the school setting.	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.	
Identify benefits derived from physical activities.	Students will identify their strengths and weaknesses by participating in fitness tests, such as "Presidential Challenge to Physical Fitness" **www.presidentialyouthfitnessprogram.org**	

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify opportunities in the school and community for regular participation in physical activity.	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league).	**15**
Participate in physical activities that will help prevent a sedentary lifestyle.	Encourage students to participate in activities such as walking, bicycling, and fishing. Discuss how these activities help prevent a sedentary lifestyle.	**2**

COMPETENCY 3. SAMPLE LESSON PLANS		
P-951 World Cup Soccer **P-860 Membrane Mayhem**	**P-939 Dictionary Dash** **P-848 Skeletal Simon Says**	**P-915 Toxic H2O**

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

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Maintain aerobic* physical activity (i.e., continuous training, circuit training, etc.) for a specific time frame.	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.	**9**
Identify the importance of leading a healthy lifestyle.	Students will bring magazine pictures or drawings showing people with and without characteristics of a healthy lifestyle. Compare/contrast pictures.	**11**

Associate specific physical activities with the components of health-related fitness (muscular strength*, muscular endurance*, flexibility*, body composition*, and aerobic fitness*).	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.	**11**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in moderate*to vigorous*physical activities (MVPA) on a daily basis.	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.	**5**
Understand health related fitness standards (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing* and demonstrate physical fitness.	Students will identify their strengths and weaknesses by participating in fitness tests, such as ***"Fitnessgram"*** or the ***Presidential Youth Fitness Program.*** **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org**	**12, 15**

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Meet health-related fitness standards (i.e., muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing.	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.	**3**
Demonstrate several activities involving each component of health-related fitness (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*)	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league). `	**15**

COMPETENCY 4. SAMPLE LESSON PLANS

P-953 Progressive Storytelling **P-911 Number Line Up** **P-897 Buzz Walking** **P-801 Camera Walk** **P-260 No Couch Potato**	**P-937 Geography Walk** **P-907 Foul Ball** **P-896 Minute Marathon** **P-627 Fitness Testing for the Classroom**	**P-913 Noun Master** **P-904 Jumping Out of this World** **P-849 Skeleton Race** **P-295 Break it Down**

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

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safety principles to any type of physical activity.	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.	**5, 8**
Work with others to obtain the common goal of an activity.	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.	**5, 8**
Respect the limitations and abilities of themselves and others during physical activity.	Have students create props that explain the setting (country).	

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Work cooperatively and productively with a partner or in a group setting.	Have students work with a partner or group and complete a circuit of exercises that address health-related components of fitness.	
Accept and respond to winning and losing with dignity and understanding.	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.	

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate an understanding of various roles within group activities.	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.	**5, 16**
Recognize and follow rules and procedures while maintaining ethical behavior during physical activities.	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.	**11**
Identify areas of concern for safety of self and others in physical activities.	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	**16**

Work cooperatively with peers who demonstrate variations in skill development.	protective gear, media remaining in designated areas, etc.). Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	**8**

COMPETENCY 5. SAMPLE LESSON PLANS

P-1313 Measuring the Bounce **P-1307 History of Football Scavenger Hunt** **P-1212 Behaviors of Safe Bikers - Grade 4** **P-954 Rope Ball** **P-948 Roadway Math** **P-902 What is Your Angle?** **P-857 Get Up Glyphs** **P-301 Who's the Leader?**	**P-1312 How Far Will They Roll?** **P-1306 History of Basketball Scavenger Hunt** **P-1127 Street Games** **P-950 Funnel Cloud Fun** **P-938 Girl Power** **P-899 Ships and Sailors** **P-805 Turkey Trot with Thankful Hearts** **P-285 Shadow Tag**	**P-1308 History of Soccer Scavenger Hunt** **P-1222 Bicycle Safety Skills - Grade 5** **P-970 Name Them All** **P-949 Prey and Predator** **P-903 Name Game Show Off** **P-858 Knots of Fun** **P-304 Famous American Circuit** **P-264 Rock, Paper, Scissors, Compute**

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

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Assist peers to achieve success in physical activity settings.	Have students teach a skill identified by the teacher to a lower grade level or assist a peer in skill development.	**5**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Express enjoyment while participating in physical activity. Recognize personal challenges and experiences in physical activities.	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. Have students select and practice a skill that he/she needs to improve.	**12** **12**

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Recognize positive feelings that result from participation in physical activities.	Create drawings, posters, or cartoons for the school/local newspaper that display the benefits of participating in physical activity.	**5, 11**

COMPETENCY 6. SAMPLE LESSON PLANS

P-1217 Safe Routes to School - Pollution - Grades 4, 5, and 6 **P-1192 Safe Routes to School - Grades 3-5 - Lesson 1** **P-944 Rainforest Expedition** **P-905 Spelling Cheer** **P-892 Silent Spelling Bee** **P-802 Find It and Phrase It**	**P-1214 Safe Routes to School - Cost - Grade 5** **P-972 BAM! Body and Mind** **P-943 Synonym Paired Virginia Reel** **P-898 Punctuation Power** **P-856 Sport Alliterations** **P-794 Chicken Dance Fun**	**P-1213 Bicycle Rodeo - Grades 5 & 6** **P-969 Mystery Ball** **P-914 What Time is It?** **P-893 Paper Skating** **P-855 Metaphors and Similes in Motion** **P-793 Recreate Please**

P-628 Pop Walk **P-290 Rhyme Mine** **P-280 Biome Boogie**	**P-302 Password Pantomime** **P-289 Lights, Camera, Action**	**P-292 Question of the Day** **P-282 Travel the Magnolia State**

SIXTH-EIGHTH GRADE

Physical education for **sixth-eighth grade** students should provide experiences for social interaction while following rules, regulations, and safety procedures. 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.

Fitness is a major component of the **sixth-eighth grade** framework. Students should participate in numerous fitness activities for varying lengths of time. Participation in these activities should enable students to develop diversity.

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, independence and healthy lifestyles 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 and modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

SIXTH-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)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.	Teach rhythmic activities using a variety of sports equipment (i.e., dribbling to music, using stretch bands, performing rhythmic parachute activities).	**8**
Demonstrate improvement of form, strength, and accuracy in performing manipulative skills*.	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.	**5, 8**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate competency with increasing proficiency in movement skills while participating in team and individual sports.	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.	**2, 13**
Perform continuous (possibly using rhythmic activities) and discrete skills (i.e. discrete skills have a defined beginning and end and continuous skills are ongoing).	Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey, fencing, archery).	**5**
Develop offensive and defensive strategies in individual and team sports.	Use bouncing a ball to music, jumping rope to music, and/or tinikling (National dance for the Philippines that combines physical education and music).	**8**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate increased proficiency in movement skills while participating in team and individual sports.	Have students demonstrate various physical activities that include locomotor* and non-locomotor* movements.	**2, 13,**
Perform continuous and discrete skills (i.e., discrete skills have a defined beginning and end and continuous skills are ongoing).	Have students practice discrete skills (i.e., forearm volleyball pass, bowling) and continuous skills (i.e., juggling, dribbling a basketball).	**5**
Execute offensive and defensive strategies in individual and team sports.	Have students participate in scrimmage game (i.e., badminton or soccer) to apply learned skills.	**5**

COMPETENCY 1. SAMPLE LESSON PLANS

P-1134 Sport Stacking: Day 1	**P-368 Geography Golf: Day 5**	**P-1098 Lead-Up Soccer 1**
P-1146 Sport Stacking: Day 2	**P-1105 Stack It Up!**	**P-1099 Lead-Up Soccer 2**
P-1147 Sport Stacking: Day 3	**P-1104 Volley Up!**	**P-1100 Lead-Up Soccer 3**
P-1148 Sport Stacking: Day 4	**P-1103 Lead-Up Volleyball]**	**P-1102 Lead-Up Soccer 4**
P-1149 Sport Stacking: Day 5	**P-1076 Pushup/Chair Dip Challenge**	**P-1101 Lead-Up Soccer 5**
P-1087 Quick Muscle Pump 1	**P-1077 Ball Activity Warm-Up Day 1**	**P-1089 Squat it Out! 1**
P-1082 Jump Start the Class 1	**P-1078 Ball Activity Warm-Up Day 2**	**P-1066 Grab that Flag: Team Play**
P-1083 Jump Start the Class 2	**P-1079 Ball Activity Warm-Up Day 3**	**P-941 Deck Tennis: Serve It Up!**
P-1084 Jump Start the Class 3	**P-1080 Ball Activity Warm-Up Day 4**	**P-813 Lane Soccer**
P-1086 Jump Start the Class 4	**P-1081 Ball Activity Warm-Up Day 5**	**P-774 Two-on-One Soccer**
P-343 Geography Golf: Day 1	**P-1106 BB/FT Ball**	**P-611 Moving with Adverbs**
P-356 Geography Golf: Day 2		**P-550 Reading Trivia Tag**
P-357 Geography Golf :Day 3		**P-1108 Pickleball**
P-367 Geography Golf: Day 4		**P-1107Speed Ball**

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)**

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessment
Analyze the critical elements that would enhance a peer's performance in a specialized skill.	Have students create a checklist according to activity to determine if a peer is using appropriate techniques to enhance performance.	**8**
Comprehend the importance of warm-up* and cool down* techniques during physical activity.	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).	**8**
Create and modify activities that provide practice of selected skills to help improve physical performance, begin offensive and defensive strategies	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.	**2, 5**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Create and modify activities that provide practice of selected skills to help improve physical performance.	Teacher can have students return a serve in tennis using the forehand or backhand stroke. Have students field the ball (i.e., softball or baseball) using the correct technique.	**2, 13**
Identify the basic training principles (i.e., FITT*, Warm-up/Work-Out/Cool Down, specificity, overload, intensity).	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.	**12**
Discuss concepts that impact the quality of proper practice techniques.	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.	**2,4,11,12**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Create offensive and defensive strategies in physical activities.	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.)	**8**
Apply appropriate warm-up and cool down* techniques while participating in a variety of physical activities.	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.	**5**
Utilize principles of training and conditioning (FITT*, Warm-up-Work out- Cool down*, specificity*, intensity*, overload*) to improve physical fitness.	Research safety practices for basic muscular strength and endurance principles and create a fitness plan that includes principles of training and conditioning. Students will share this information with their class.	**5,8,15**
Understand how biomechanics (i.e., human movement from a variety of perspectives) affects performance.	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.	**5,8**

COMPETENCY 2. SAMPLE LESSON PLANS

P-1131 Clowning 101: Part 1 **P-1132 Clowning 101: Part 2** **P-1085 Four Square: Ready for Fitness**	**P-1075 Seasons of the Year: The Kinesthetic Way** **P-1074 Math Basketball** **P-1067 Synaptic Tag**	**P-825 Foot/Basket Ball** **P-503 Too Close for Comfort** **P-383 Synaptic Tag: The Brain on Drugs**

3. Participates regularly in physical activity (GM, L, F)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in physical activities in and out of the school's physical education setting.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	**15**
Participate in moderate to vigorous physical activity (MVPA) on a regular basis.	Use pedometer to count steps throughout the day. Record results in a physical activity log.	**9**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in physical activities based on individual interests or capabilities.	List personal interests and abilities and have student's research opportunities available in these areas to meet their fitness needs.	**1**
Explore different lifelong physical activities.	At the beginning of the year give an interest survey on lifelong physical activities. The teacher should incorporate the results in yearlong	**15**

	planning.	

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in games, sports, dance, and/or other activities in a variety of settings that are based on personal interests.	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.	**15**
Set personal physical fitness goals based upon the results of fitness assessments.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of the ***Presidential Youth Fitness Program*** test or other instructor initiated fitness test. www.presidentialyouthfitnessprogram.org	**3**
Participate and apply basic muscular strength and endurance principles and safety practices both inside and outside of school.	Research safety practices for basic muscular strength and endurance principles. Share information with class.	**16**

COMPETENCY 3. SAMPLE LESSON PLANS		
P-1093 Crunch Those Abs! 1	**P-1092 Pump It Up Please!**	**P-1058 Pace Yourself**
P-1094 Crunch Those Abs! 2	**P-1090 Squat it Out! 2**	**P-916 Modern Day Tinikling**
P-1095 Crunch Those Abs! 3	**P-1064 Hoops for Heart**	**P-279 Fitness Stations**
P-1096 Crunch Those Abs! 4	**P-612 Fitness Four Square**	**P-1097 Crunch Those Abs!**

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

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
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.	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.	**9**
Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.	Have students maintain his/her target heart rate zone* (see glossary) for 20 minutes while participating in an activity of their choice.	**3**
Examine pre-and post-fitness test scores after participation in fitness-enhancing activities.	Have students graph pre- and post-fitness test scores and compare results. Have students answer questions about fitness levels and improvements.	**17**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in fitness assessment and developmentally appropriate health-related activities for the purpose of improving skill performance and physical fitness.	Administer a health related fitness test. ***Presidential Youth Fitness Program*** www.presidentialyouthfitnessprogram.org Use health related activities from Physical Best or other fitness curricula. ***Physical Best***- www.aahperd.org	**3**

Design a personal fitness plan*.	Based on fitness scores have students develop a fitness plan that improves body composition, muscular strength, muscular endurance, flexibility, aerobic fitness, etc.	**15**
Engage in physical activity at an increased heart rate for a minimum of 20 minutes at least three times per week.	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.	**9, 15**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
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.	Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition in a variety of settings.	**15**
Examine and discuss pre- and post-fitness test scores after participation in fitness-enhancing activities.	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*** or ***Presidential Youth Fitness Program*** testing.	**3**
Implement a personal fitness plan to accomplish a physical fitness goal.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of ***Presidential Youth Fitness Program or FitnessGram.*** **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org**	**15**

COMPETENCY 4. SAMPLE LESSON PLANS

P-1054 Fitnessgram: Day 1 **P-1055 Fitnessgram: Day 2** **P-1056 Fitnessgram: Day 3** **P-1057 Fitnessgram: Day 4**	**P-1133 The Musculoskeletal System**	P-1168 **Body Image and Self Esteem**

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

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and procedures and display sportsmanship while participating in physical activities.	Provide students with scenarios of game situations. Have students explain the importance of accepting a controversial call and appropriately handling conflicts.	**15**
Practice responsible decision-making during specific activities.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	**14,15**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and regulations and respect others.	Provide students with scenarios of inappropriate use of equipment and space. Have students demonstrate the appropriate use.	**5**
Exhibit characteristics of a positive role model by following rules and procedures and displaying sportsmanship during physical activities.	Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey fencing, archery).	**5, 8**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Exhibit characteristics of a positive role model.	Discuss the influence of role models, listing positive and negative examples. Discuss the importance of displaying positive character traits to other students. Have student's 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.	**5, 10**
Solve conflicts in physical activity by determining potential solutions.	The teacher can have students serve in various roles in physical education class such as team captain, game official, and coach of a team.	**5,8**

COMPETENCY 5. SAMPLE LESSON PLANS		
P-1221 Bicycle Safety Skills - Grades 6-8 **P-1211 Behaviors of Safe Bikers - Grades 6 - 8** **P-1161 Respect for Property and Authority**	**P-1216 Safe Routes to School - Counting Vehicles** **P-1207 Safety Behaviors for Pedestrians - Grade 6** **P-1160 Bicycle Safety and You**	**P-1208 Safety Behaviors for Pedestrians - Grades 7 & 8** **P-1162 Criticism: Striving For Perfection** **P-1159 Trust Me: Learning to Be Responsible**

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

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Describe and practice positive feelings associated with physical fitness.	Describe ways the body can be used to express and/or communicate ideas and feelings.	**5**
Identify physical changes that occur in our bodies associated with physical activity.	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.	**5, 15**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Use the physical activity setting as an opportunity to improve social skills (i.e., self-expression, social interaction, etc.).	List personal interests and abilities and have student's research opportunities available in these areas to meet their fitness needs.	**1**
Analyze physical fitness experiences regarding social, emotional, and health benefits.	Write one paragraph on how participation in physical activity promotes a healthy lifestyle (i.e., social, emotional, etc.).	**15**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in physical activities that provide challenge, problem solving, decision-making and risk taking.	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.	**5**

COMPETENCY 6. SAMPLE LESSON PLANS		
P-1219 Safe Routes to School - Pollution Contest - Grade 6 **P-1215 Safe Routes to School - Cost - Grade 6** **P-1194 Safe Routes to School - Grades 6-8 - Lesson 1**	**P-1220 Safe Routes to School - Questionnaire - Grades 7 & 8** **P-1209 Bicycle Rodeo - Grades 7 & 8** **P-1167 Our Flexible Frame**	**P-1218 Safe Routes to School - Pollution - Grades 7 & 8** **P-1171 At Your Own Risk** **P-1163 The Motion Potion**

GRADES NINTH – TWELVE

Grades nine 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	Aquatics
Dual and Individual Sports	Fitness activities
Gymnastics	Rhythms/dance

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.

Teacher should encourage students to use skills in unpredictable environments and reinforce that mental practice can increase performance, particularly at higher skill levels. They should understand that regular physical activity and mastering skills will continue with them throughout their lifetime. 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 or modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

GRADES NINE - 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, C)**

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate proficiency in numerous movement forms.	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.	**5, 12, 15**
Use technology to evaluate a variety of movement forms.	Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, fitness testing software) to analyze and assess the improvement of their physical skills. ***FitnessGram*** **www.fitnessgram.net** ***Presidential Youth Fitness Program*** **www.presidentialyouthfitnessprogram.org**	**11, 3**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate proficiency in team-oriented skills	Have students participate in a tennis match. Students should display skills such as developing strategy, playing by the rules, scorekeeping, proper grip, force, etc.	**5, 11**
Improve upon a variety of advanced manipulative skills.	Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/ or volleyball.	**11, 13**

COMPETENCY 1. SAMPLE LESSON PLANS

P-563 Track-Shot Put and Discus	**P-569 End of Year Fitness Testing**	**P-486 Jump Rope for Heart**
P-561 Track-Long Jump and Triple Jump	**P-844 Footwork and Change of Direction**	**P-435 Core Muscle Exercises**
P-560 Track-High Jump	**P-480 Take Your Medicine - Leg Exercises**	**P-434 Weight Room-Back Exercises**
P-557 Track-High and Intermediate Hurdles	**P-477 Short Response Drills**	**P-433 Weight Room-Leg Exercises**
P-556 Track-Relays	**P-476 Long Response Drills**	**P-432 Weight Room-Arm Exercises**
P-554 Track-Middle Distance	**P-475 Rapid Response Drills**	**P-431 Weight Room-Shoulder Exercises**
P-410 Jump into Plyometrics	**P-351 Soccer Drills-Trapping**	**P-413 Weight-Room Chest Exercises**
		P-305 Ultimate Frisbee-Freelance Throwing

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)**

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify and analyze the movement skills of self and peers during various physical activities.	Using a teacher provided checklist or rubric; students will observe and evaluate the motor skills of peers in selected areas.	**2, 11**
Design self-improvement plan to achieve a higher skill level in a movement activity.	Video students during physical activities. Have students watch video and use the checklist/rubric to evaluate movement skills. Design activities to improve movement skills.	**2, 8**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Analyze peer performance on specific movement skills.	Have students create a rubric to observe and analyze the movement skills of two other students.	**2, 11**
Determine offensive and defensive strategies while participating in team and individual sports.	Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/or volleyball.	**2, 5**
Use the outcomes of strategic decisions to encourage the improvement of personal performance.	Have students evaluate and document ways to improve their performance or the performance of their team following an activity.	**11,14,15**

COMPETENCY 2. SAMPLE LESSON PLANS

P-845 How to Punt	**P-824 Volleyball Serving Drill**	**P-650 BMI Check**
P-831 Kicking a Football	**P-778 Set Yourself Before You Wreck Yourself**	**P-649 What is Your Body Type?**
P-830 Receivers Routes-Angles	**P-777 Dig It?**	**P-645 How Active are You?**
P-829 Receivers Routes-Estimating Distance	**P-776 Would You Like Fries with that Serve?**	**P-644 Check Your Attitude**
P-828 Catching a Football	**P-775 Volleyball - The Basics**	**P-485 How Hard Are You Working?**
P-827 Football-Drive it	**P-653 Am I Eating Because I'm Sad?**	**P-484 FITT**
P-826 Mechanics of Throwing a Football	**P-458 Posture Check**	**P-481 Are You Alive?**
P-342 Running Lessons-Biomechanics of Jogging	**P-411 Antagonistic Muscle Groups**	**P-436 Applying Newton's First Law**
P-315 Soccer Drills-Long Kicks	**P-348 Fast Twitch Muscle Fibers vs. Slow Twitch Muscle Fibers**	**P-438 Applying Newton's Second law**
P-317 Soccer Drills-Inside the Foot Passing	**P-314 Disc Golf-Play**	**P-440 Applying Newton's Third Law**
P-318 Soccer Drills-Passing Using the Outside of the Foot	**P-313 Disc Golf-Rules**	
P-140 How Much Do You Eat?	**P-275 Ultimate Frisbee-Backhand Throw**	
P-132 A Quality Physical Education Program : Part I	**P-276 Ultimate Frisbee-Forehand Throw**	
P-133 A Quality Physical Education Program : Part II	**P-277 Ultimate Frisbee-Proper Catching**	
	P-278 Ultimate Frisbee-Hammer Throw	

3. Participates regularly in physical activity. (GM, L, F, C, L, S)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Recognize the value of participating in vigorous activities over a sustained period of time.	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.	**11, 15**
Establish personal physical activity goals based on previous assessments.	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.	**3, 12**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in a variety of health-related movement activities, which encourages a lifetime of physical fitness.	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.	**2, 3**
Select activities that promote a physically active lifestyle by determining the health and fitness benefits of team, dual, individual, and lifetime activities.	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.	**2, 16**
Create a plan to maximize success in a variety of activities (i.e., picnic, camping trip, picking up litter, etc.).	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.	**5, 16**

COMPETENCY 3. SAMPLE LESSON PLANS

P-870 Agility-Rabbit Drill	**P-651 Skinfold Test**	**P-570 End of Year Fitness Testing**
P-871 Agility-Ball Toe Taps	**P-631 Is This Your Gym?**	**P-615 Crazy Fit Test**
P-565 Yoga-What is it?	**P-483 MHR**	**P-478 Push-up day**
P-567 OOOOMMMMMM.....That Hurts!!!	**P-479 Take Your Medicine-Shoulders**	**P-474 Get on the Ball-Core Stability**
P-470 Dynamic Stretching vs. Static Stretching	**P-469 So....How Strong Are You? Deadlift**	**P-146 Tour De France Project: Stage One - Time Trial**
P-457 Design Your Own Workout	**P-468 So... How Strong Are You? Shoulder Press**	**P-147 Tour De France: Stage Two-Intermediate Hills**
P-337 How Much Do You Walk In A Day?	**P-467 So....How Strong Are You? Squat**	**P-148 Tour De France Project: Stage Three – Flats**
P-338 Running Lessons-Finding Your Pace: Part 1	**P-456 So...How Strong Are You? - Bench Press**	**P-149 Tour De France Project: Stage Four - Big Hills**
		P-150 Tour De France Project: Stage

P-339 Running Lessons-Finding Your Pace: Part 2 **P-334 Walking Math** **P-156 History of the President's Physical Fitness Challenge**	**P-325 Soccer Drills-Dribbling Slalom** **P-160 Marathon Mania** **P-135 Keeping Daily Fitness Journals** **P-473 Get on the Ball-Leg Exercises**	**Five - Intermediate Hills** **P-151 Tour De France Project: Stage Six - Modest Hills** **P-152 Tour De France Project: Stage Seven - More Modest Hills** **P-155 Tour De France Project: Final Stage-Sprint**

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

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in a nationally recognized fitness test to assess personal fitness.	Complete the ***FITNESSGRAM*** ***www.fitnessgram.net*** or ***Presidential Youth Fitness Program*** **www.presidentialyouthfitnessprogram.org**.	**3**
Utilize various resources including technology to enhance personal fitness.	Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, ***FITNESSGRAM***, **www.fitnessgram.net** fitness testing software) to analyze and assess the improvement of their physical skills.	**3, 12**
Design and participate in a personal fitness program.	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).	**2, 11**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Develop and participate in an appropriate physical fitness program to improve personal fitness over an extended period of time.	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 MyPlate. www.choosemyplate.gov	**9, 16**
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.	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.	**2, 3, 16**
Develop and participate in an appropriate physical fitness program to improve personal fitness over an extended period of time.	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.	**1, 14, 15**

COMPETENCY 4. SAMPLE LESSON PLANS

P-1065 Fitnessgram: Day 5 **P-840 Running from a Heart Attack** **P-648 How Skilled are You?**	**P-841 Maslow's Challenge** **P-839 Don't Fumble with this Jumble** **P-647 Skill Related Fitness**	**P-846 Circuit Workout** **P-838 Active Down Time** **P-646 Leave an Impression-Feet Type**

P-635 You Want Me to Buy What? **P-632 What is That?** **P-487 Jumping to Better Fitness** **P-158 Student Fitness Testing : Day One** **P-159 Student Fitness Testing : Day Two**	**P-634 Flexibility Evaluation** **P-616 Researching Aerobic Programs** **P-472 Get on the Ball And Stay** **P-335 Walking a Mile With Math** **P-143 Mowing For Your Heart**	**P-633 Muscular Endurance Test** **P-614 Health Related Fitness** **P-471 Get on the Ball-Chest Exercises** **P-336 Determining Stride Length**

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

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safe practices based upon teacher instruction.	Have students develop rules and serve as the official for the designed activity.	**5, 15**
Demonstrate sportsmanship and fair play during physical activities.	Students will show proper etiquette in various physical activities or competitions.	**5**
Recognize and understand the value of cultural diversity in physical activity.	Have students recognize the similarities and differences in games from various cultures (i.e., the music from various cultures has different rhythms).	**15, 16**
Develop strategies for including persons with different ability levels.	Have students participate in a game that will require all team members make at least one pass to different team mates before their team can score.	**5, 12**

GRADES TENTH – TWELFTH

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in physical activities that encourage self-motivation and goal setting.	Have students use health-related fitness testing data to recognize their various ability levels and indicate their 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.	**1, 9, 11, 14**
Cooperate with peers personally and socially through physical activities.	Students will show proper etiquette while participating in various physical activities or competitions.	
Acknowledge differences in peer abilities while working together to achieve physical activity goals.	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.	
Identify the effects of age on lifelong physical activity preferences and participation.	Have students complete an assignment that identifies activities that will aid the students maintain a physically active lifestyle when they become independent of physical education instruction.	**16**

COMPETENCY 5. SAMPLE LESSON PLANS		
P-816 Survival 101 **P-817 Survival 102-Fire** **P-818 Survival 103-Shelter** **P-819 Survival 104-Food** **P-820 Survival 105-Injury** **P-821 Survival 106-Lost** **P-822 Survival 107-Water** **P-823 Survival 108-Leave No Trace**	**P-1165 Skills for Healthy Living: Dealing With Disabilities** **P-1164 Setting Goals for Healthy Living** **P-837 Spell Your Way to Fitness** **P-453 Weight Room 101-The Rules** **P-454 Weight Room 101- Proper Etiquette** **P-455 Weight Room 101-Basic Terms and Principles**	**P-874 Teamwork-Passing Relay** **P-873 Teamwork-Team Relay** **P-872 Teamwork-Cross the River** **P-321 Soccer Drills-Ball Tag** **P-319 Soccer Drills-Practice Passes** **P-307 Ultimate Frisbee-Play** **P-162 Ultimate Diamond Frisbee** **P-230 Ultimate Frisbee-Spirit of the Game**

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

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate regularly in health enhancing and self-rewarding physical activities.	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.	**11**
Recognize the extensive variety of physical activities, including those that will challenge the traditional notion of physical fitness.	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.	**8, 15**

GRADES TENTH – TWELFTH

Interact with peers in a fun and challenging environment while participating in group-related physical activities.	Teacher can divide students into work groups. Have each work group develop an activity that includes all students regardless of skill-level.	**2, 5, 15**
Understand the value and benefits of physical activity which lead to a healthier lifestyle.	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.	**11, 16**

COMPETENCY 6. SAMPLE LESSON PLANS		
P-551 The Olympic Games **P-137 What is the Impact of Physical Activity on Mood?**	**P-344 Walking the USA**	**P-145 Tour De France Project: Part 1 - History**

ASSESSMENT DEFININTIONS

1. **Activity Log –** A listing of bodily movements produced by the contraction of skeletal muscles that result in energy expenditure.

2. **Checklist –** A listing of items that the student checks off as each item is completed or accomplished.

3. **Fitness Test –** A test of a student's state of physical and mental well-being that allows the body to do work-related tasks.

4. **Interview –** An interview is a conversation between two or more people where questions are asked by the teacher to elicit facts or statements from the students.

5. **Observation –** A means of assessing the achievement of learning outcomes by looking at a student's individual actions.

6. **Other –** Any other method of assessment that the teacher might choose to use.

7. **Parent Report –** Parents are notified in writing concerning their student's performance in classroom activities.

8. **Peer Assessment –** An assessment method whereby students analyze the performance of other students.

9. **Portfolio –** A collection of student work – usually a combination of student-chosen ad required material – that demonstrates achievement of program goals.

10. **Role Play –** Students take on different roles, assuming a profile of a character or personality an interest and participate in diverse and complex learning settings.

11. **Rubric –** A set of scoring guidelines for assessing student work.

12. **Self Assessment –** An assessment method whereby students use rubrics of critical elements, journals, or logs to monitor their own progress.

13. **Skill Test –** Testing a student to determine if they have the capability for doing a specific task well. Skills improve with practice.

14. **Student Contract –** A written agreement between student and teacher addressing how classroom goals will be met.

15. **Student Journal –** A journal is a written account from the perspective of the individual. The student writes their thoughts concerning a specific topic.

16. **Written Assignment –** An assignment that requires a written response from the student.

17. **Written Test –** A test that requires a written response. The test may be administered orally, on paper or on a computer.

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.

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

Developmentally Appropriate Activities – Programs of activities suited for the developmental needs, capacities and limitations of students in physical education.

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-The basic skills 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).

PHYSICAL EDUCATION CONNECTIONS

www.aahperd.com

www.funattic.com

www.pecentral.org

www.edhelper.com

www.movetolearnms.org

http://activities.healthyschoolsms.org

www.cdc.gov

PHYSICAL EDUCATION INFORMATION RESOURSE LIST

American Alliance of Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 20191-1599
www.aahperd.org
(800) 213-7193 Ext. 410

American Cancer Society
1599 Clifton Road, NE
Atlanta, GA 30329-4251
www.acs.org

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

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

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

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

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

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

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

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

Beighle, A., Pangrazi, R.P. (2009). Dynamic Physical Education for Elementary School Children. San Francisco, CA. Benjamin Cummings

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 Schiemmel