

INTRODUCTION

Standards - What are they?

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals we aspire to for expanding and improving education in the schools of the United States.

The benefits of having standards for physical education

The National Association for Sport and Physical Education (NASPE) has offered an explanation for what benefit is derived from having standards for physical education. NASPE states in its standards document, Moving Into the Future (1995):

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

How are standards to be used?

The purpose of developing academic standards at the State level is to better serve schools and the local community in the process of curriculum planning. Thus, because curriculum development is a local school corporation responsibility, the curricula within Indiana school corporations may differ from corporation to corporation while the standards remain the same for all corporations. It is this process that enables school corporations to write curricula that reflects the resources and values of the local community, while still staying within the Indiana Standards framework.

Standards at the National Level

The National Physical Education Standards, as prepared by the National Association for Sport and Physical Education, reflects the national education reform movements. The materials included within the National Physical Education Standards are parallel to the materials developed for other content areas. The NASPE document was reviewed by national leaders in physical education, as well as leaders within other subject areas and educational organizations such as the Council of Chief State School Officers.

The Goal of the Physical Education Curriculum

The goal of the Physical Education curriculum is to develop individuals who are proficient at movement and who can use physical activity to:

- Maintain or develop fitness
- Develop skills for sport and recreation
- Use movement for self-expression, enjoyment, challenge, and social interaction
- Lifelong physical activity

Indiana Physical Education Essential Skills

By the time students graduate from Indiana's high schools, they should have had learning experiences in Physical Education that enable them to demonstrate the following essential skills:

- Ability to perform skills necessary to participate in a variety of physical activities
- Use knowledge and content area information to maintain fitness
- Exhibit a positive attitude toward physical activity and its contribution to a healthful lifestyle
- Recognize that sport, physical activity, and culture are interrelated
- Participate in physical activities with people of all ages, interests, and abilities
- Know how to acquire new physical skills

A review of these essential skills showed a significant correlation to the National Standards for Physical Education developed by the National Association for Sport and Physical Education. Thus, the Indiana Standards for Physical Education are aligned with the national standards. For purposes of use in Indiana schools, the National Standards for Physical Education have been supplemented with additional benchmarks, which will be indicated beneath the standards with a three number identifier (such as 1.1.3). The benchmarks describe behavior that indicates progress toward a performance standard.

The Indiana Administrative Code 511 IAC 6.1-5-2.5 states that:

Elementary school physical education shall provide experiences through which students develop:

- (1) fundamental stability and manipulative skills;*
- (2) locomotor and non-locomotor skills;*
- (3) rhythm and dance movement skills; and*
- (4) knowledge and skills in:*
 - (A) aerobic endurance;*
 - (B) body composition;*
 - (C) flexibility; and*
 - (D) muscular strength and endurance*

The Indiana Code also recommends weekly minimum time allocations for physical education as:

- Grades 1, 2, and 3 motor skills development and health education - 105 minutes weekly
- Grades 4, 5, and 6 physical education - 75 minutes weekly
- Grades 6, 7, and 8 physical education - 100 minutes weekly
- High school graduation requirement - 2 semesters

A school corporation which currently is operating with less than the minimum minutes recommended for physical education may find it necessary to increase the minutes allocated for physical education in order to fully meet the standards for physical education as outlined in this document. Also, best practices calls for the utilization of a certified physical education teacher, especially at the elementary level. Recess periods should not be utilized as instructional time for physical education.

Indiana and National Physical Education Standards

The National Standards for Physical Education were adopted and used as the Indiana Standards. Specific indicators for Indiana schools were added under each general standard statement. These indicators set the Indiana Standards apart from the National Physical Education Standards and standards of other states. The reasoning for adopting the National Standards is that these standards, developed by the National Association for Sport and Physical Education, were endorsed by the Centers for Disease Control and the U.S. Department of Health and Human Services and went through a very thorough national review process.

- Standard 1 Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Standard 2 Applies movement concepts and principles to the learning and development of motor skills.
- Standard 3 Exhibits a physically active lifestyle.
- Standard 4 Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5 Demonstrates responsible personal and social behavior in physical activity settings.
- Standard 6 Demonstrates understanding and respect for differences among people in physical activity settings.

Standard 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

These seven standards are general and apply to all levels of physical education from grade 1 through the high school requirement. For each of the seven standards there are specifically numbered benchmark statements defining what students should know and be able to do upon completion of a particular level of instruction. Also, for many of the specifically numbered benchmark statements there are examples of student performance and classroom activities appropriate for that level of instruction. **NOTE:** These are only examples and are not intended to replace local curriculum. For instance, the example for Standard 2.1.2 states that the student will perform a skill on a balance beam. The use of this example does not mean that the school **must** offer gymnastics as a part of their curriculum or have a balance beam in order to meet this standard. Rather, this standard could be met in a variety of activities, utilizing a variety of equipment as determined by the faculty of the school or school corporation.

Teachers should beware of not “teaching to the examples” and failing to explore the many ways physical education can meet the standards with all types of physical activity. There should not be an attempt to meet the Standard using only the suggested examples.

Kindergarten

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students begin to develop fundamental movements and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects.

K.1.1 Perform locomotor (traveling actions) and non-locomotor (movement in place) skills at a beginning level.

Example: Walk, run, hop, jump, skip, leap, gallop, slide, swing, sway, bend, stretch, and twist with variation in speed, direction, force, shape, and level in general and personal space.

K.1.2 Perform stability (balance) skills alone and/or with a partner.

Example: Transfer weight so as to perform rocking, rolling, flight, and step-like actions. Balance on a beam or performs simple stunts and tumbling skills like the stork stand or log roll.

K.1.3 Manipulate objects (throw, catch, strike, swing, push, pull) at a basic level.

Example: Throws an object with an overhand/underhand motion using various speeds, levels, and directions. Jumps rope.

K.1.4 Perform basic rhythmic skills alone and with a partner.

Example: Perform exercises or simple dances to music or to teacher/student produced rhythmical sounds.

Standard 2

Applies movement concepts and principles to the learning and development of motor (movement) skills.

Students develop movement vocabulary and use terminology accurately. Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).

K.2.1 Identify and uses a variety of relationships with objects.

Example: Move over/under, behind, alongside, through, etc. as directed.

K.2.2 Identify concepts used in specific movement situations.

Example: Describe how to soften a landing by bending their knees.

K.2.3 Identify and demonstrate characteristics of developmentally appropriate locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: When playing a simple game, the child can tell why some students are faster, more accurate, or more successful.

Standard 3

Exhibits a physically active lifestyle.

Students maintain an active level of participation in physical education class and in activities outside of class.

K.3.1 Participate in moderate to vigorous physical activity during and after school.

Example: Participate fully in physical education class activities, and in unstructured play with friends, family, or through organized movement experiences for young children.

K.3.2 Experience satisfaction from regular participation in activity during and after school.

Example: Choose to play favorite games often or attempts new activities willingly.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students progress from vigorous and fun activity for short periods of time to longer periods of time as they begin to achieve and maintain a health enhancing level of physical fitness.

K.4.1 Set goals for an age appropriate level of health-related fitness (healthy lifestyle).

Example: Students determine that one of his/her fitness goals is to be able to run 10 laps around the gymnasium without walking.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students behave appropriately, follow rules and directions, practice safety, and work cooperatively with others.

- K.5.1 Demonstrate an understanding of rules, regulations, and safety practices.
Example: Follow and is able to verbalize rules in physical education class and on the playground. Use appropriate safety equipment and follow safe practices in class and on the playground. Participate in activities without intentionally colliding into other students or objects.
- K.5.2 Work cooperatively with other students regardless of personal differences.
Example: Choose playmate without regard for individual differences and plays easily with other children.
- K.5.3 Follow simple directions when first directed.
Example: Respond to teacher's signals or verbal instructions.
- K.5.4 Follow the rules for simple games and activities.
Example: When playing a simple game, the child follows the rules and participate successfully with the group.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students use positive interpersonal skills such as cooperation, sharing, and courtesy.

- K.6.1 Demonstrate positive attitudes toward self and others through physical activity.
Example: Play cooperatively with others.
- K.6.2 Enjoy participation alone and with others.
Example: Play without interfering with others.
- K.6.3 Treat playmates with respect.
Example: Choose a variety of partners without arguing. Offer support and/or assistance to classmates.
- K.6.4 Resolve conflicts in socially accepted ways.
Example: Is able to decide who goes first during play. Recognize appropriate penalties for rules infractions.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students seek out and enjoy challenging new activities and participate in favorite games.

K.7.1 Exhibit self-confidence and enjoyment when participating in movement experiences.

Example: Attempt new activities after being introduced to the activities.

K.7.2 Express feelings about participation in physical activity when asked.

Example: Share positive and negative feelings about participation.

K.7.3 Attempt new skills and demonstrate a determination to develop skills through repetitive practice.

Example: Participate willingly in skill drills involving repetitive movements.

Grade 1

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students move using locomotor (run, walk, jump, gallop, etc.) and non-locomotor skills (bend, twist, turn, etc.). They move to rhythm, demonstrate balance, and have the ability to jump, climb, and roll. They manipulate objects in a variety of ways.

- 1.1.1 Demonstrate the ability to perform locomotor (walk, run, traveling actions) and non-locomotor (bend, swing, movement in place) skills upon teacher request.
Example: Respond to imagery, such as waves on the seashore by using various non-locomotor movements like twisting, bending, or swaying.
- 1.1.2 Perform basic balance skills alone, with a partner, or on various apparatus.
Example: Perform simple stunts like the stork stand or back-to-back partner sit.
- 1.1.3 Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort.
Example: Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in activities like Hot Potato.
- 1.1.4 Perform basic rhythmic skills alone, with a partner, or within a group.
Example: Move creatively to even/uneven rhythms or to a variety of musical rhythms and styles using simple dance steps.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students are capable of distinguishing differences in tempo, force, and direction during movement.

- 1.2.1 Identify and uses a variety of relationships with objects such as directionality and laterality.
Example: Move in opposition or applies the concept of left/right as in the Hokey Pokey.

- 1.2.2 Identify the characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
Example: Circle pictures or state key indicators of correct form for the overhand throw.
- 1.2.3 Explore variations in force/effort, pathways, or level and tempo.
Example: After discussing the concepts of straight, curve, zig-zag, etc. the student uses different locomotor (traveling actions) movements to move in those pathways at different levels and speeds.
- 1.2.4 Identify major body parts.
Example: Catch a scarf on a designated body part or point to the location of the heart.

Standard 3

Exhibit a physically active lifestyle.

Students begin to understand how being physically active contributes to their health and makes them feel and look better. They discuss their observations about the changes that physical activity makes in their own bodies. They explore various activities and discuss how the activities affected their health.

- 1.3.1 Participate in lifetime activities during physical education and recess..
Example: Participate in a twenty minute fitness walk (fast walk) during physical education class.
- 1.3.2 Students document the kinds of activities and the length of activities in which they participate.
Example: Record the amount of time they spend in physical activity and the kinds of activities they choose to do in their portfolios.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

In the first grade, students begin to understand the effects of physical activity on the body by observing physical changes such as increased heart rate, increased rate of respiration (breathing), and an increase in sweating during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies.

- 1.4.1 Demonstrate how increasing the intensity of activity will increase their heart rate.
Example: Participate in loco-motor (traveling actions) activities with the teacher controlling the intensity of the activity with commands – walk, skip, jog, run, etc. They cease activity after each level and feel the beating of their hearts. They are asked to describe the difference in the heart beats between each level.
- 1.4.2 Demonstrate an understanding of the effect of exercise on the muscles.
Example: Keep a weekly record of the number of curl-ups or crunches they can do in 1 minute. At the end of 6 weeks they compare the differences from their final trial and the first trial. Students explain why the difference occurred.
- 1.4.3 Identify various parts of the body that are affected by exercise.
Example: Move a particular body part on the command of the teacher.
- 1.4.4 Identify activities that increase cardiovascular (heart and lungs) endurance.
Example: Bring in pictures of individuals participating in activities that would enhance their cardiovascular endurance.
- 1.4.5 Distinguish between activities that increase muscular strength (how much) and those that increase muscular endurance (how many times).
Example: Demonstrate an activity that requires muscular strength and another that requires muscular endurance. Students explain the difference between strength and endurance.
- 1.4.6 Demonstrate a stretch that will help increase the range of motion of a joint.
Example: Perform a sit and reach stretch to demonstrate how to stretch the hamstrings (muscles on the back of thigh) and low back.
- 1.4.7 Participate in the majority of class activities and attempts to maintain the intensity and duration necessary for improved fitness.
Example: Participate in locomotor (traveling actions) movements for a continuous period of time at an intensity that they feel is enough to cause their hearts to beat twice as fast as it does at rest.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students begin to learn and apply behaviors which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.

- 1.5.1 Identify personal space and maintains activities in own space without interfering with others spaces.
Example: Participate in games and activities while avoiding contact with others or with stationery (non-moving) objects.
- 1.5.2 Demonstrate a willingness to work with other students toward a common goal.
Example: Participate with a partner or team in a game situation requiring problem solving skills.
- 1.5.3 Follow rules and directions for all activities.
Example: Participate in activities such as Simon Says.
- 1.5.4 Identify personal goals for physical activities.
Example: Set goals for achieving a specific level of fitness, i.e. # of crunches (modified sit-ups) completed in 2 minutes.
- 1.5.5 Accept responsibility for own class participation.
Example: Assist teacher with setting up gymnasium for activity.
- 1.5.6 Accept constructive criticism from teacher and classmates.
Example: Allow a partner to critique a throwing skill in order to improve performance in distance or accuracy.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

First grade students begin to grow from a more egocentric(thinking with the view that one's self is the center) perspective to one in which relationships become more central. Participation in activities requiring cooperative play can enhance the promotion of positive interpersonal relations such as, sharing, cooperation, and courtesy. Students identify these positive relations and can use these relations in problem solving activities.

- 1.6.1 Demonstrate a willingness to help a fellow student who has difficulty completing a skill.
Example: Offer to demonstrate a skill to a student who is unable to do the skill.
- 1.6.2 Develop an appreciation for individual physical differences.
Example: Participate in constructive peer assessment activities.
- 1.6.3 Choose to participate in activities with partners of varying abilities.
Example: Participate in a rhythm unit with a different partner for each activity.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students engage in activities that bring them joy and an opportunity for self expression and social interaction. They begin to understand their own abilities and seek activities that will improve their skills.

- 1.7.1 Select activities that are difficult to accomplish.
Example: In a cooperative team activity, the student chooses to perform the most difficult task for the team.
- 1.7.2 Set short term goals that will require practice and work to achieve.
Example: Participate in self-testing activities.
- 1.7.3 Demonstrate creativity in an activity setting.
Example: Create a unique dance, utilizing appropriate locomotor (traveling actions) skills to match with the tempo (rate or speed) of a song.
- 1.7.4 Identify personal feelings when participating in physical activities.
Example: Draw a picture representing how they feel when participating in a certain physical activity. Compare these feelings to those of classmates for the same activity.

Grade 2

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students are refining fundamental movement skills to a more mature level. By the end of second grade students are able to vary and combine locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Students demonstrate more advanced forms of movement in their physical activities.

- 2.1.1 Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently.
Example: Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving from their spot.
- 2.1.2 Demonstrate the ability to perform stability (balance) skills alone and/or with a partner.
Example: Walk across a balance beam suspended 6 inches from the floor, without touching the floor or any other object.
- 2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects.
Example: Jump a self-twirled rope.
- 2.1.4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner.
Example: Participate in jumping rope to music, coordinating the speed of the jump with the tempo (rate or speed) of the music.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills (movement skills).

Students learn and apply basic concepts and associated movement vocabulary linked to mature movement patterns. Students will demonstrate concepts and use feedback related to space, effort, and relationships that vary the quality of movement.

- 2.2.1 Identify and uses a variety of relationships with objects (e.g. over/under, behind, alongside, through).

- Example: Participate in a simple obstacle course involving jumping across objects, moving under a bar, stepping through tires, etc.
- 2.2.2 Identify and begin to utilize the techniques that provide for efficient and safe movements.
Example: Identify and begin to utilize leg flexion employed to soften the landing of a jump.
- 2.2.3 Identify dimensions/characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative skills (throw, catch, strike, swing, push, pull).
Example: Walk, run, jump, balance, bounce, kick, throw, and strike objects during a variety of movements and in games of low organization.
- 2.2.4 Understand and demonstrate strategies for simple games and activities.
Example: Plan strategies to use in playing a simple game of Capture the Flag.
- 2.2.5 Integrate and reinforce a variety of educational concepts through games, rhythmic, and fitness activities.
Example: Students pair up to form alphabet letters with their bodies, while lying on the floor and moving through space.

Standard 3

Exhibit a physically active lifestyle.

Students begin to understand not only the physiological benefits of physical activity but the social and psychological benefits as well. Students observe positive attitudes of athletes and others engaged in physical activity, and can discuss their own feelings about leading a physically active lifestyle. Students also begin to see the negative consequences of physical inactivity and can discuss ways to avoid these consequences.

- 2.3.1 Participate in moderate to vigorous physical activity during and after school.
Example: Participate in swimming during school physical education and over the summer.
- 2.3.2 Experience satisfaction from regular participation during and after school.
Example: Choose favorite game or activity when asked by the teacher.
- 2.3.3 Define and identify activities associated with skill and with health-related (healthy lifestyle) physical activity.
Example: Engage in activities and behaviors that demonstrate health concepts.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students begin to progress to vigorous and fun activities for longer periods of time and at higher intensity levels. Students learn about health-related (healthy lifestyle) fitness through observation, experimentation, and practice.

- 2.4.1 Achieve and value a reasonable level of health-related (healthy lifestyle) fitness.
Example: Run one mile without stopping in progressively shorter time durations.
- 2.4.2 Describe what can happen to the bodies of people who do not exercise and who eat too much.
Example: Explain reasons why some people have more body fat than others.
- 2.4.3 Understand the components (parts) of health-related (healthy lifestyle) fitness.
Example: Describe the components of health-related fitness as being strong hearts, strong muscles, lean bodies, and good range of motion.
- 2.4.4 Distinguish between high, medium, and low intensity activities for all components of fitness.
Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and sprinting as a high intensity activity for cardiovascular (heart and lung) health.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students continue to learn and apply acceptable behavior which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.

- 2.5.1 Demonstrate an understanding of rules, regulations, and safety practices.
Example: Students accept role of official in a game of low organization (few rules and low level skills) and verbalizes the rules of the game to the participants.
- 2.5.2 Work cooperatively with other students; Exhibit individual, partner, small, and large group socialization skills regardless of personal differences.
Example: Engage easily in low organization (few rules and low level skills) games requiring cooperative play.

- 2.5.3 Follow teacher directives when first directed.
Example: Respond to teachers directives, signals, and suggestions.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

As students approach the end of the second grade they are practicing etiquette on a daily basis in a variety of school settings. They observe etiquette in physical activities and are able to apply understanding and respect for individual differences when acting in a team environment.

- 2.6.1 Demonstrate etiquette and concern toward others.
Example: Encourage a lesser skilled player to attempt a skill a second or third time after an unsuccessful attempt.
- 2.6.2 Enjoy participation in physical activities with a variety of partners.
Example: Demonstrate independent and cooperative participation.
- 2.6.3 Demonstrate respect for others who are different from themselves.
Example: Display consideration of others without regard to personal differences.
- 2.6.4 Display cooperation with others when resolving conflicts.
Example: Demonstrate positive sportsmanship, encourage playmates, and do not dispute officials calls.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Children exhibit positive feelings through the challenge of new activities and participation in old favorites. Students express their joy of participation in physical activities freely and with exuberance. Students will explore variations to learned activities so as to make them new and more stimulating.

- 2.7.1 Express feelings about participation in physical activity.
Example: Accept the feelings resulting from challenges, successes, and failures in physical activity.
- 2.7.2 Accept the challenge of participation in new activities.
Example: Attempt new activities willingly.

2.7.3 Engage in and enjoy independent and interactive (with others) physical activity.
Example: Choose to practice a new skill alone first and later with a partner.

Grade 3

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

By third grade, students have developed mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. They begin to practice these skills to adapt and refine them to be used in a variety of specific situations.

3.1.1 Demonstrate movement skills with many variations.

Example: Explore variations of throwing a ball (overhand, underhand, sidearm, one hand, two hands).

3.1.2 Combine different movement skills to form more complex skills.

Example: Dribble a soccer ball while running at different speeds and using the inside and outside of the feet.

3.1.3 Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills.

Example: Using a size appropriate bat, strike a ball that is thrown by a partner.

3.1.4 Demonstrate motor skill (movement skills) patterns following various rhythms.

Example: Bounce, pass, and catch a ball to the rhythm of music.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students explore movement concepts that allow them to adapt to changes in their environment. As they gain more motor (movement) control, they begin to adapt their movement forms in order to produce a desired effect.

3.2.1 Describe various balance forms utilizing base of support concepts.

Example: Use two, three and four point balance points to demonstrate most stable bases of support.

- 3.2.2 Describe motor (movement) skills that involve crossing the mid-line of the body.
Example: Identify batting a ball as being a skill that crosses the mid-line.
- 3.2.3 Identify the use of various amounts of force to propel (move) objects varying distances.
Example: Kick a ball using light force, medium force, and hard force to see what distance the ball achieves at each force level.
- 3.2.4 Explain and demonstrate how force can be increased, when performing a striking movement.
Example: Kick a ball with only ankle flexion. Then kick a ball with ankle flexion, knee extension, and hip flexion to produce an increase in force.

Standard 3

Exhibit a physically active lifestyle.

Students are actively involved in activities that produce higher levels of fitness. They are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.

- 3.3.1 Participate actively in all physical education classes.
Example: Enter game situations or movement practice without prompting.
- 3.3.2 Report on activities conducted outside of class that provide opportunities to demonstrate a healthy lifestyle.
Example: Record a ballet class in student activity portfolio.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students identify cause and effect in relationship to health-related (healthy lifestyle) fitness. They list the components (parts) of health related fitness and describe activities that will produce a training effect (improvement) on these.

- 3.4.1 Participate in self assessment and formal fitness assessments.
Example: Assess self using the Fitnessgram (a fitness test) assessment.
- 3.4.2 Identify areas of strength and weakness.
Example: Utilize scoring chart to find fitness level based upon age.

- 3.4.3 Determine personal goals based upon results of fitness assessments.
Example: Recognize the need to do more developmental stretching (stretches that improve range of motion of a joint) activities with the hamstrings (back of thigh) and lower back to improve score on sit and reach (at test for flexibility).
- 3.4.4 Define the five components (parts) of health-related (healthy lifestyle) fitness.
Example: Describe and define cardiovascular (heart and lung) fitness.
- 3.4.5 Demonstrate examples of the five components (parts) of health-related (healthy lifestyle) fitness.
Example: Identify and demonstrate an exercise to increase muscular strength (how much) of the upper arms (biceps and triceps).
- 3.4.6 Participate in activities that enhance health related (healthy lifestyle) fitness on a regular basis.
Example: Stretch lower back and hamstrings (muscles on the back of the thigh) for 60 seconds per day.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students begin to lose the “me” attitude and become more accepting of others. They can describe rules and policies although they may need frequent reminders. They are very well aware of right and wrong and safe and unsafe practices.

- 3.5.1 Demonstrate good sportsmanship in and out of class activities.
Example: Accept losses in competition without whining or placing blame.
- 3.5.2 Recognize and avoid unsafe practices and situations.
Example: Adhere to swimming pool rules of conduct.
- 3.5.3 Respect the rights of others.
Example: Share equipment during physical activity with those who have not had a turn.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Third grade students begin to recognize differences that set people apart. They demonstrate a need to understand these differences and an interest to know more about people who are different from themselves.

- 3.6.1 Demonstrate a tolerance for individual differences.
Example: Choose to participate in an activity with someone from another country, race, or culture.
- 3.6.2 Accept and give constructive (helpful) criticism.
Example: Gives verbal assistance to a partner to help them successfully bat a ball.
- 3.6.3 Encourage classmates who demonstrate difficulty with a skill.
Example: Shout encouragement to a classmate trying to reach their goal in the one mile run.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students develop a greater attitude towards the importance of health-related fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. They accept challenges in activities that involve new or recently attained skills.

- 3.7.1 Demonstrate feelings through a pattern of locomotor (traveling actions) and non-locomotor (movement in place) movements.
Example: Create a dance that shows sadness and happiness.
- 3.7.2 Enjoy participation in partner and team physical activities.
Example: Move with a partner over an obstacle course, helping each other as needed.
- 3.7.3 Participate in cooperative problem solving activities.
Example: Participate in a parachute game of trying to toss a beach ball over the heads of those on the opposite side of the parachute.

Grade 4

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students begin fourth grade with refined motor (movement) skills and will work toward mastery in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Variations of motor skills are combined to form more complex patterns of movement. These combinations are then combined to be specialized skills for specific sports.

- 4.1.1 Demonstrate mature movement patterns in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
Example: Catch, throw, kick, and run using mature form.
- 4.1.2 Demonstrate combinations of motor (movement) skills for specific sports.
Example: Catch, dribble, and pass a basketball to a moving partner.
- 4.1.3 Demonstrate complex patterns of movement in applied settings.
Example: Design and demonstrate part of a rhythmical movement program.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students begin to apply basic concepts of movement to improve their individual performance. They observe, analyze, and critique their own and other student's performance. They demonstrate an understanding of these movement concepts in their movement performance.

- 4.2.1 Describe critical elements of correct movement pattern for all fundamental (basic) movement skills.
Example: Describe and demonstrate body positions for each of the parts of an overhand throw.
- 4.2.2 Apply the concept of practice to improve skills in appropriate settings.
Example: Using chest pass with a basketball, pass ball to a target successfully 10 times.

- 4.2.3 Analyze the performance of others to provide positive feedback to help improve performance.
Example: Observe a partner performing a drop kick of a soccer ball, and describe to the partner what they did correctly and incorrectly, in order to improve the partner's skill.
- 4.2.4 Recognize and describe critical elements of more complex movement patterns.
Example: Describe the use of the arms, as well as the legs, in performing the running long jump for maximum distance.

Standard 3

Exhibit a physically active lifestyle.

Students begin to develop an understanding of the benefits of participation in health-related (healthy lifestyle) activities. They develop an awareness about the kinds of activities that are health related, and begin to choose more of these activities to participate in during their free time outside of class.

- 4.3.1 Describe the physical, emotional and psychological benefits of participation in health-related (healthy lifestyle) activities.
Example: List the benefits that result from participation in health-related activities.
- 4.3.2 Demonstrate regular participation in health-related (healthy lifestyle) activities outside of class.
Example: Participate in youth league soccer three afternoons a week.
- 4.3.3 Describe those activities that are considered to be lifetime activities..
Example: List activities such as swimming, golf, hiking and jogging.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze assessment data and develop simple fitness goals. Students can identify many physical activities that influence health related (healthy lifestyle) fitness.

- 4.4.1 Participate in self-assessment for physical fitness and meets the standards for that particular test for their appropriate age group.
Example: Take and meet the age appropriate standards for the Fitnessgram (a fitness test) assessment of health-related (healthy lifestyle) fitness.

4.4.2 Participate in an activity program that is designed to improve health-related (healthy lifestyle) fitness.

Example: Participate in one mile run three days per week as part of a warm-up for physical education class activities.

4.4.3 Describe activities that will improve each component (part) of health-related (healthy lifestyle) fitness.

Example: List the activities that can be done that will improve flexibility of the hamstring muscle (muscles on the back of the thigh) group.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students continue to develop cooperation skills that were begun in first and second grade. They can follow rules and procedures with few reminders. Periods of independent, self-guided activities are progressively increasing in duration.

4.5.1 Work cooperatively with others to obtain a common goal.

Example: Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.

4.5.2 Follow rules and safe practices in all class activities without being reminded.

Example: Stop activity immediately upon signal from teacher.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students begin to explore the cultural diversity that is within their own environment and explore the diversity of the world. They observe differences between themselves and classmates and start to develop an appreciation for these differences. They recognize the role environment plays in creating cultural differences.

4.6.1 Explore the role of culture in physical activities of other countries.

Example: Describe the most popular games played in Australia.

4.6.2 Describe the differences and similarities between games of different countries.

Example: Discuss the difference between baseball in the United States and cricket in England.

- 4.6.3 Recognize the limitations of persons with disabilities and understand the adaptations (changes) they make when participating in physical activity.
Example: While participating blindfolded, students work with partners who lead them through an obstacle course.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students in the fourth grade can list the physical activities they enjoy, understanding that their enjoyment is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. At this level, they choose to participate in activities that offer them the least chance for failure.

- 4.7.1 Participate in physical activities that are enjoyable.
Example: Participate on the school's jump rope demonstration team.
- 4.7.2 Interact with classmates and friends in physical activities.
Example: Participate in lunch time intramural activities at the school.
- 4.7.3 Participate in new and challenging physical activities.
Example: Traverse the low elements on a traverse rock climbing wall in physical education class.

Grade 5

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students are beginning to achieve maturity with most locomotor (traveling actions), non-locomotor (movement in place) and manipulative (throw, catch, strike, swing, push, pull) skills. They begin the process of integrating (putting together) these skills into a variety of individual and team sports and activities that have been modified to their developmental level.

- 5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance) movements in more complex skills.
Example: Demonstrate mature motor (movement) patterns in increasingly complex environments (e.g. obstacle courses).
- 5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports) activities.
Example: Engage in simple games requiring manipulative skills.
- 5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.
Example: Perform rhythmic body movements and communicate ideas and feelings with and without music.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students begin to demonstrate an understanding of proper movement forms. They self analyze their own skills and that of their classmates and discuss methods for improving performance.

- 5.2.1 Identify ways that movement concepts can be used to refine movement skills.
Example: Understand that practice improves performance.
- 5.2.2 Describe and demonstrate essential elements of mature movement patterns.

Example: Describe the critical (important) elements of an overhand throw.

Standard 3

Exhibit a physically active lifestyle.

Students begin to understand the relationship between lifestyle and health. They describe the benefits of leading a healthy lifestyle. Through observation and analysis, they are able to critique others as they begin to develop an awareness of the physical, social, and emotional importance of physical activity. They choose to participate in activities out of school that are healthy and will produce a desired level of fitness.

5.3.1 Participate in health enhancing physical activity.

Example: Establish physical activity goals.

5.3.2 Recognize the positive emotional effects of participation in leisure time physical activity.

Example: List the possible emotional responses one feels after being physically active in an activity that is enjoyable.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

As their fitness levels improve, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how high levels of fitness are achieved, and identify what their age appropriate physical fitness goals should be. They participate in group and self-assessment activities.

5.4.1 Achieve a reasonable level in all components of health-related (healthy lifestyle) fitness.

Example: Using a pre-test and post-test, demonstrate how to set personal fitness goals.

5.4.2 Demonstrate age appropriate muscular strength (how much) and muscular endurance (how many times).

Example: Participate in a calisthenics (exercises designed to improve muscle tone) circuit.

5.4.3 Demonstrate age appropriate cardiovascular (heart and lung) endurance.

Example: Participate in the one mile run for time.

5.4.5 Demonstrate age appropriate flexibility.

Example: Participate in developmental stretching (stretches that improve the range of motion of a joint) exercises as a pre-activity warm-up.

5.4.6 Demonstrate age appropriate body composition (the relationship between body fat and lean muscle mass).

Example: Describe how excessive intake of calories or lack of exercise can lead to obesity.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students begin to show competence for working independently and cooperatively, in pairs and small groups as they observe, explore and apply the principles of physical activity in both the gymnasium and in out of school activities. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies. Their ability to solve problems increases with their understanding.

5.5.1 Exhibit independence and ability to succeed in groups.

Example: Participate in cooperative and challenge activities.

5.5.2. Perform activities safely and follows class rules of conduct.

Example: Describe appropriate conduct including ethical and unethical behavior.

5.5.3 Distinguish between compliance and noncompliance with game rules and fair play.

Example: Demonstrate positive sportsmanship.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students begin to analyze the differences in individuals and develop an appreciation for these differences. They observe, critique, and assist classmates to improve skill levels where needed. They seek out the company of many different people through physical activity, and begin to apply conflict management skills when needed during these physical activities.

5.6.1 Demonstrate positive attitude toward self and others through physical activity.

Example: Demonstrate an admiration for high skill levels in others by offering congratulations when appropriate.

5.6.2 Enjoy participation alone and with others.

Example: Demonstrate self-motivated movement.

- 5.6.3 Choose playmates without regard to personal differences.
Example: Demonstrate acceptance of other's limitations through verbal and nonverbal behavior.
- 5.6.4 Resolve conflict in socially accepted ways.
Example: Demonstrate positive sportsmanship.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students begin to better identify those activities they enjoy and those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. They identify those classmates with whom they prefer playing or engaging in physical activity. They participate in more challenging activities without showing intimidation.

- 5.7.1 Exhibit positive feelings about participation in physical activity.
Example: Celebrates individual and group accomplishments.
- 5.7.2 Engage in the challenge of new activities.
Example: Receptive to new games, sports, and rhythm activities.
- 5.7.3 Engage in and enjoys independent and interactive physical activity.
Example: Incorporate physical skills during leisure time activities.
- 5.7.4 Use physical activity as a means of self-expression.
Example: Compose a dance that tells a story from a book they read in language arts class.

Grade 6

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Sixth grade students have mastered the basic fundamental movement skills for locomotion (traveling actions), non-locomotion (movement in place), and manipulative (throw, catch, strike, swing, push, pull) activities. Movement forms become more complex and are combined to be used in more specific game and performance situations. Students participate, primarily, in more modified and unstructured games and use the basic motor movement skills in these activities while they are developing the more complex skills necessary for sports participation.

6.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: Dribble a basketball around stationary objects using both right and left hands.

6.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

Example: Develop a 60 second dance program using combinations of locomotor (traveling actions) and non-locomotor (movement in place) skills with changes of direction, pace, and level.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

The student begins to apply concepts of conditioning and practice to improve movement skills and to build greater levels of fitness. Movement skills are now more reactive than planned. Students use internal and external stimuli to guide their movement patterns.

6.2.1 Identify basic concepts that apply to the movement and sports skills being practiced.

Example: Throw a softball different distances using varied trajectories (angles) and amounts of force.

6.2.2 Explain how practicing movement skills improves performance.

Example: Maintain a log of practice attempts for throwing a softball at a target, comparing differences in successful throws from first attempts to last attempts.

- 6.2.3 Describe basic strategies for offense and defense in simple lead-up games.
Example: Guard another player who is dribbling a basketball, attempting to prevent a pass or shot.

Standard 3

Exhibit a physically active lifestyle.

Students develop greater interests in doing out of school activities that can lead to a healthier lifestyle. They explore and identify activities they enjoy and which are within their competency levels. They utilize this information when choosing movement activities.

- 6.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.
Example: List activities that can increase cardiovascular (heart and lung) endurance.
- 6.3.2 Participate in activities, outside of school, that are health enhancing and can be continued throughout a lifetime.
Example: Report in portfolio that they played a round of golf with a parent on a Saturday.
- 6.3.3 Describe the elements of a healthy lifestyle.
Example: List the benefits of leading an active life.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students begin to comprehend the relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related (healthy lifestyle) fitness levels. They assess their individual levels of health-related fitness and use the results to develop their fitness goals.

- 6.4.1 Describe and monitor (keeps a record of) intensity of exercise.
Example: Record heart rate after participation in a physical activity. Calculate target heart rate in mathematics class. Evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate
- 6.4.2 Develop individual goals for each of the health-related (healthy lifestyle) fitness components.
Example: Set a goal to successfully perform 10 pull-ups before Thanksgiving.
- 6.4.3 Assess individual fitness levels in each of the health-related (healthy lifestyle) fitness components (parts) in relation to age.
Example: Participate in the Fitnessgram assessment (a fitness test) 4 times per year.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Sixth grade students demonstrate cooperative skills in group activities. They identify examples where teamwork is critical to success. They participate in activities without being reminded to follow safety practices and rules. They are capable of establishing rules for safety and class procedures.

- 6.5.1 Participate in cooperative activities in both a leadership and a follower role.
Example: Choose partners for a cooperative activity who they feel can work efficiently and successfully together to reach a group goal.
- 6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.
Example: Refrain from using equipment until instructed to do so by the teacher.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students analyze and compare the contributions of different cultures in the development of sports activities popular today. They begin to develop a greater tolerance of individuals who are different and willingly display inclusionary behavior in most activities.

- 6.6.1 Analyze, describe, and participate in simple forms of dances and games of various cultures from around the world.
Example: Participate in the German polka folk dance.
- 6.6.2 Display an appreciation of the accomplishments of both greater and less skilled individuals in group or team activities.
Example: Participate in a follow up discussion after a cooperative game, noting the positive contributions of each group member.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students begin to seek the company of groups, and express enjoyment for participation in physical activities with their friends. They place value on the acquisition of high levels of skills, and respect and admire those who possess these skills. As their self esteem and physical skill levels increase, students seek outlets that provide excitement, challenge, and competition.

- 6.7.1 Recognize and participate in physical activities as an opportunity to socialize with friends and family.
Example: Participate in a pick-up (impromptu) game of touch football with neighborhood friends.
- 6.7.2 Participate in challenging activities and in activities requiring the utilization of newly acquired skills.
Example: Participate in an English style equestrian (horsemanship) class for beginners.
- 6.7.3 Identify the social, emotional and physical benefits of participation in physical activities.
Example: Write a theme about how it feels to successfully master a new physical skill.

Grade 7

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Seventh grade students have mastered the basic movement skills and now begin to put skills into combinations of increasing complexity. They modify skills to adapt to certain sports situations and movements.

- 7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.
Example: Receive the snap in football, back peddles or slides back and throw the ball forward, utilizing all the combinations of movement skills needed.
- 7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.
Example: Perform the schottische step in a folk dance.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students begin to apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and reactions of projectiles in relationship to basic concepts. Application of more advanced strategies is demonstrated in sports activities.

- 7.2.1 Explore basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are effective in sports activities.
Example: Throw a ball for distance using the most appropriate trajectory (angle).
- 7.2.2 Identify, predict, and recognize the open person concept in team sports activities.
Example: Deliver a bounce pass to open teammate after the teammate executes a pick and roll in basketball.
- 7.2.3 Describe and demonstrate the difference between person to person and zone defenses in sports activities.
Example: Move into proper position to guard an opponent using a person to person defense in a basketball game.
- 7.2.4 Describe modifications of movement skills that occur in basic sports activities.
Example: Describe the lateral movement skill needed to field a ground ball that is either to the right or left of the fielder in softball.

Standard 3

Exhibit a physically active lifestyle.

Students demonstrate a good understanding of the relationship between participation in physical activities and wellness. They independently choose out of school activities that are health enhancing.

7.3.1 Select and participate in activities that will build their repertoire of lifetime activities.
Example: Participate in primarily individual sports activities.

7.3.2 Seek out and participate in new activities not previously tried.
Example: Sign up to go on a school sponsored canoeing/camping trip during spring break.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students begin to demonstrate a respect for maintaining a healthy fitness level. They are capable of choosing health enhancing activities for participation in their out of school time. They can describe the components of health-related fitness and can apply the concepts related to fitness in most of their activities.

7.4.1 Utilize self-assessment of physical fitness to identify strengths and weaknesses and uses this information to develop a personalized fitness program.
Example: Develop fitness program that addresses all of the components (parts) of fitness.

7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.
Example: Participate in pre-activity stretching exercise to improve flexibility and to prepare for the activity.

7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.
Example: Use target heart rate to monitor the intensity of aerobic (heart and lung enhancing) activities.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students can apply the rules for the school, gymnasium, and game situations without being prompted. They are beginning to become very social and enjoy small group participation. They are easily influenced by peers and feel a need for acceptance. They know right from wrong in most situations.

- 7.5.1 Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
Example: Assist teacher with putting safety equipment, i.e. tumbling mats, where needed for physical activities.
- 7.5.2 Accept responsibilities of being a part of a team and attempt to make contributions toward team success.
Example: Volunteer to play a position that no one else wants to play.
- 7.5.3 Follow the rules of all games and activities to insure a safe environment for all participants.
Example: Refrain from running on swimming pool decks.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students in the seventh grade are capable of understanding and showing compassion for individuals who are different. They are receptive to learning about the cultures of different countries and how they relate to the physical activities of the countries.

- 7.6.1 Identify sports or activities that are indigenous to several other countries.
Example: Explain the game of cricket in a speech in social studies class.
- 7.6.2 Modify games to allow the participation of individuals with limited abilities.
Example: Participate in a lead-up (preparation for sports) basketball game that requires each team member to touch the ball before it can be shot at the goal.
- 7.6.3 Participate in cooperative games that require a contribution from all team members.
Example: Participate in a parachute volleyball activity.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students participate in most activities as a member of a group. They are beginning to show greater inhibition and need encouragement to be more expressive and less self conscious. They understand that competence in an activity requires practice.

- 7.1.1 Demonstrate dance or gymnastic movements that convey a particular feeling.
Example: Create a modern dance that shows a feeling of exuberance.

7.7.2 Participate in challenge and cooperative activities that requires the development of strategies and cooperative teamwork.

Example: Design and participate in a human obstacle course.

7.7.3 Identify and practice a physical activity or movement that is difficult to perform in order to increase skill level.

Example: Swim 20 lengths of the pool utilizing the crawl stroke and concentrating on rhythmical breathing.

Grade 8

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students demonstrate more mature patterns of basic motor (movement) skills. They apply these basic skills to both unstructured and more highly structured physical activity contexts. They begin to refine these skills and competencies in selected individual and team sports, rhythms, gymnastics, and other activities requiring a higher level of movement competence than has been previously needed.

8.1.1 Demonstrate the ability to develop, combine, and refine fundamental techniques in games and sports; Demonstrate competence in increasingly complex physical activity contexts.

Example: Participate in several different individual sports such as gymnastics, diving, and golf.

8.1.2 Demonstrate the ability to create rhythmic movement patterns.

Example: Perform movements and routines in activities such as square, folk, modern, ballroom, and aerobic dance.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students begin to learn and apply concepts that enhance performance. They exhibit a higher level of complexity and breadth in learning movement skills, developing game strategies, and applying discipline-specific knowledge to game situations.

8.2.1 Learn and apply principles necessary for skilled physical performance.

Example: Draw a racquetball court and diagram expected ball rebound angles for three different situations.

8.2.2 Analyze an athlete's performance of a sports skill and can provide suggestions for improving the performance.

Example: Observe a pole vaulter's unsuccessful attempt at a vault and describe what could be changed to make the vault more successful.

Standard 3

Exhibit a physically active lifestyle.

Students begin to recognize the importance of physical activity and make independent decisions related to being active and maintaining a healthy quality of life. They seek out activities that will enhance their physical well being both in class and out of class activities.

8.3.1 Choose health enhancing activities for leisure time.

Example: Participate in a tennis match rather than playing video games.

8.3.2 Participate in a variety of activities based upon likes, dislikes, fitness needs, environment and availability of resources.

Example: Participate in interscholastic swimming after school.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students begin to make their own decisions and develop plans to enhance their own health-related fitness (muscular strength and endurance, flexibility, body composition, and cardiovascular endurance). They participate in moderate to vigorous physical activities that are linked to their physical skills and levels of fitness.

8.4.1 Participate in a personal health-related (healthy lifestyles) fitness program.

Example: Identify target heart rate and sustain an aerobic activity for twenty minutes while maintaining target heart rate.

8.4.2 Assess own fitness levels and develop a plan for a personal fitness program that will increase all fitness components to a healthy level.

Example: Based on results from the Fitnessgram physical fitness assessment, students develop a six week program of physical activity to be conducted outside of class.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students use problem solving skills in choosing to participate in a physical activities. They can describe the consequences of participation in unsafe environments and in the use of unacceptable behavior. They demonstrate an understanding of positive conduct in accordance with rules and policies.

8.5.1 Develop leadership and “followership” skills.

Example: Volunteer for class leadership opportunities.

- 8.5.2 Perform safely and follows class rules of conduct and game rules.
Example: Play indoor floor hockey with no stick checking (blocking an opponent with the hockey stick).
- 8.5.3 Recognize unsafe situations caused by changing environment, lack of skill, or unsafe equipment.
Example: Swim only in areas determined to be safe and guarded by a certified lifeguard.
- 8.5.4 Choose activities based upon skill level and individual physical needs.
Example: Participate in weight training activities to enhance the muscular strength of those muscles needing improvement.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students characterize differences in people based on skill level, physical status, social background, ethnicity, and gender. They are able to discuss strengths and weaknesses based on these differences, and how they might effect the individuals participation in physical activity. They begin to display empathy and appreciation for those in less fortunate situations and seek out opportunities to help those in need.

- 8.6.1 Demonstrate positive attitudes toward self and others through physical activity.
Example: Win without gloating, loses gracefully.
- 8.6.2 Accept the strengths and weaknesses of those of the opposite gender.
Example: Participate in coed volleyball intramurals.
- 8.6.3 Join others regardless of personal differences during physical activity.
Example: Seek out, participate with, and show respect for persons of like and different skill levels.
- 8.6.4 Resolve conflicts and accept decisions or judgements in socially accepted ways.
Example: Accept and respect the decisions of officials.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students recognize their own likes, dislikes, strengths and skills and use these to choose physical activities for enjoyment. They seek out opportunities to express feelings through movement and play. They begin to see participation in physical activity as a venue for interaction with those they enjoy being near and for developing relationships with those they do not already know.

- 8.7.1 Exhibit feelings within the physical activity context.
Example: Describe ways to use the body and movement activities to communicate ideas and feelings.
- 8.7.2 Engage in the challenge of new activities.
Example: Research and document opportunities to rock climb in the community and Participate in at least three sessions.
- 8.7.3 Engage in and enjoy independent and interactive physical activity.
Example: Invite a group of friends to join them on 20 mile cycling trip.

Physical Education I and II and Elective Physical Education (Grades 9-12)

Physical Education I & II and Elective Physical Education

Standard 1

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Students in grades 9 and above have reached a high level of competency in movement forms and are ready to attempt mastery in some chosen activities. Through observation, analysis and practice, they develop movement skills to the highest level possible for them at this developmental stage. They participate in a variety of individual, dual and team sports as well as in recreational games, dance, and challenge activities.

- 9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
Example: Play games such as racquet, field, and court sports that require advanced eye-hand/foot coordination and high levels of strategy.
- 9.1.2 Exhibit the ability to synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.
Example: Choreograph and perform movement sequences and/or dances.
- 9.1.3 Develop outdoor and lifelong leisure pursuits.
Example: Participate in several of the following activities: archery, golf, table tennis, horseshoes, self-defense, bowling, swimming, cycling, and fitness activities.
- 9.1.4 Develop specific skills at an advanced or skilled performance level.
Example: When practicing tennis strokes, execute a drop shot, lob, overhead smash, forehand drive and backhand drive successfully 8 out of 10 times for each stroke.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students strive for increasing their skill level in motor (movement) skills by applying learned principles and concepts associated with movement and through analysis of their own skills. They bring together many disciplines such as physics and anatomy to gain a better understanding of how and why they move as they do. They predict performance outcomes based on movement principles and plan their goals accordingly.

- 9.2.1 Synthesize previously learned strategies into advanced game strategies.
Example: Play team sports such as volleyball, basketball, soccer, softball, ultimate Frisbee, team handball, etc.

- 9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
Example: Analyze the effects of force, motion, and stability (balance) on successful physical performance.

Standard 3

Exhibit a physically active lifestyle.

Students participate in a variety of physical activities that can be continued for a lifetime. These activities are representative of the goals and objectives previously designed into the student's individual fitness program and are complimentary to the students strengths, and activity preferences.

- 9.3.1 Identify available community resources that promote an active lifestyle.
Example: Develop strategies to deal with participation that occur over the life span.
- 9.3.2 Identify physical activities that contribute to the improvement of specific fitness components (i.e. cardiovascular, strength, body composition, flexibility).
Example: List jogging, swimming, skipping rope, martial arts and aerobic dance as physical activities that enhance cardiovascular fitness..
- 9.3.3 Participate regularly in physical activities (minimum of 30 minutes a day, 3 to 4 times per week) that contribute to improved physical fitness and wellness.
Example: Jog/run 3 miles every other day at an appropriate target heart rate.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students utilize learned principles and practices to assess their own fitness levels using a variety of assessment tools. They analyze the results of these assessments and design a fitness program that meets their needs and interests and builds upon previously acquired fitness skills.

- 9.4.1 Create a personal program to achieve and maintain an optimal level of personal fitness.
Example: Plan and implement a personal health-related (healthy lifestyles) fitness program based upon the results of a pretest, frequent self assessment, indicators of success and personal goals.
- 9.4.2 Identify and evaluate personal physiological response to exercise.
Example: Monitor body responses before, during, and after exercise by checking such factors as heart rate, perceived exertion, and recovery time.

- 9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.
Example: Explain principles of exercise and effects of vigorous physical activities on the functions of the body.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students analyze environments and situations for safety and apply this analysis to their physical activities to ensure maximum positive results with minimum safety hazards. They anticipate potential conflicts and strive to prevent them from happening or quickly resolve conflicts that do occur in socially accepted ways.

- 9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
Example: Anticipate potentially dangerous situations related to physical activity.
- 9.5.2 Understand benefits of physical education on social and emotional well-being.
Example: Participate in physical activities to relax, relieve stress, and share healthy movement activities with friends.
- 9.5.3 Understand the inherent risks associated with physical activity in extreme environments.
Example: Describe safety techniques to use to avoid dehydration, over-exertion, heat exhaustion and hypothermia during physical activity in extreme environments.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students recognize the influence of sport on society. They analyze the effects of cultural differences on the various types of sports activities seen in different parts of the world. They explore the history and purposes of international competitions. They compare games and physical activities in different countries and describe how multi-culturalism influences these games. Students begin to develop their own feelings about inclusion of people with physical, cultural and emotional differences in the physical activities in which they participate.

- 9.6.1 Identify how age, gender, ethnicity, culture, and economic status affects physical activity selection, participation, and personal abilities.
Example: Compare similarities and differences in cross-cultural games such as cricket and baseball, netball and basketball, and football and rugby.

9.6.2 Develop strategies for inclusion of others in physical activity.

Example: Discuss how activities and games can be modified to meet the needs of everyone.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students enjoy expressing their feelings through play and other physical activities. Student members of competitive teams or activity groups experience positive feelings associated with individual and group successes and learn how to control feelings of disappointment in losing situations. Students seek out challenging activities without fear. They recognize and discuss the value of participation in physical activities and the social interaction it provides.

9.7.1 Identify positive aspects of participation in several different physical activities.

Example: Convince a parent to try a new life-time activity as a means of relaxing.

9.7.2 Demonstrate comfort in personal expression.

Example: Participate in a challenging tennis match as a means of expressing and releasing pent up emotions and energy.

9.7.3 Identify the positive feelings that result from physical activity and participation alone and with others.

Example: Use physical activity to relax after taking an important geometry exam.