

Physical Education

Curriculum Guide

Kettle Moraine Lutheran Schools

Coding System

When using this document in curriculum development, one can use a coding system that specifies the standard, the learning priority, the focus area, and the learning continuum strategies. The coding system is as follows:

- The first number represents the standard that is being addressed (Standards 1-6).
- The second number refers to the grade band being addressed (1 for grades Pk-2, 2 for 3-5, 3 for 6-8, and 4 for 9-12).
- The letter refers to the focus area that is being addressed (A-C are used in the document).
- The final number refers to the learning continuum example listed in the document. For additional strategies use another number or code to designate.

Example: 1:2:A1 refers to standard one, 2 to the 3-5 grade level, and A to first focus area under that grade level. This is the first example on “Jumps vertically and lands using mature form.”

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Summary

PK–2 Young children are very active and enjoy learning and develop new ways to move and be active. Students achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations. They demonstrate smooth transitions between sequential locomotor skills. Students show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw). They demonstrate control in traveling, weight-bearing, and balance activities on a variety of body parts.

3–5 Older children develop maturity and versatility in the use of fundamental motor skills for more pleasurable movement experiences. Students achieve mature forms in the basic non-locomotor and manipulative skills for performance outcomes (e.g., hitting targets). They use these skills in dynamic and complex environments (e.g., formal dance to music) and in combination with each other.

Students also acquire some specialized skills basic to a movement form (i.e., basketball chest pass, softball fielding with a glove).

6–8 Adolescents are able to participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities. Students achieve mature forms in the basic skills of the more specialized sports, dance, and gymnastics activities.

They use the skills successfully in modified games or activities of increasing complexity and in combination with other skills. Students demonstrate use of tactics with sport activities.

9–12 High school students possess motor skills and movement patterns allowing them to perform a variety of physical activities and to achieve a degree of success that makes the activities enjoyable. Students demonstrate the ability to perform basic and advanced skills and tactics to participate in at least one activity from each of the following categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self-defense, dance, and gymnastics.

They also demonstrate the ability to perform basic skills and tactics to participate in at least five additional activities from at least three of the categories listed above.

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

1. Grades PK–2

Learning Priority: Develops, refines, and applies fundamental motor patterns.

A. Uses locomotor skills.

1:1:A1 Skips, hops, gallops, slides, etc., using mature form.

1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.

1:1:A3 Repeats a dance pattern without cues.

1:1:A4 Performs tumbling activities, including rolls, jumps, and weight transfer skills.

B. Uses manipulative skills.

1:1:B1 Throws a ball underhand using mature form.

1:1:B2 Throws a ball overhand.

1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).

1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.

C. Uses non-locomotor skills.

1:1:C1 Balances with a variety of body parts or objects in creative shapes—round, twisted, narrow, symmetrical, and symmetrical shapes.

2. Grades 3–5

Learning Priority: Refines, combines, and varies motor skills.

A. Refines skill development.

1:2:A1 Jumps vertically and lands using mature form.

1:2:A2 Throws overhand with mature form.

1:2:A3 Catches a fly ball using mature form.

1:2:A4 Strikes an object using feet, hands, or implement to a target.

Examples include: volleyball, soccer, baseball, hockey, golf, rackets.

1:2:A5 Balances while moving in control through locomotor and non-locomotor skills.

1:2:A6 Balances with control on a variety of objects.

B. Refines skill application.

1:2:B1 Performs a combination of movement, sport, or leisure skills.

Examples include:

- dribble, pass, receive, shoot

- juggling

- rhythm patterns

- jump rope front cross

1:2:B2 Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence.

1:2:B3 Throws a ball overhand and hits a moving target.

3. Grades 6–8

Learning Priority: Demonstrates basic and specialized skills, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.

A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.

1:3:A1 Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through).

1:3:A2 Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).

1:3:A3 Demonstrates correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction.

1:3:A4 Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow.

1:3:A5 Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading.

1:3:A6 Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).

1:3:A7 Demonstrates use of technology (e.g., compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing.

B. Applies skill application to successful use of skills and sports tactics.

1:3:B1 Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc.).

1:3:B2 Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).

1:3:B3 Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).

1:3:B4 Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.

4. Grades 9–12

Learning Priority: Demonstrates increasingly mature forms as they relate to complex motor skills.

A. Demonstrates skill development.

1:4:A1 Demonstrates proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf.

1:4:A2 Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes.

1:4:A3 Demonstrates mature form while striking objects in a variety of racquet sports.

1:4:A4 Operates a bike, kayak, or canoe safely and skillfully in a natural environment.

1:4:A5 Demonstrates proficiency in two movement forms in individual and lifetime activities.

1:4:A6 Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.

1:4:A7 Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills.

1:4:A8 Acquires skills to participate in a lifetime activity outside of school.

1:4:A9 Demonstrates proficient skills to participate in advanced play of some activities.

Learning Priority: Demonstrates increasingly complex physical skills to impact success in various physical activities.

B. Demonstrates advanced skill application.

1:4:B1 Passes and catches a variety of objects with a partner while stationary and moving.

1:4:B2 Executes a variety of shots while participating in racquet sports.

1:4:B3 Manipulates a ball at moderate to fast speeds, while maintaining control of the ball in drills and game play.

1:4:B4 Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports.

1:4:B5 Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.

1:4:B6 Supports teammates by movement and spacing in invasion, net, and field games.

1:4:B7 Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Summary

PK–2 Young children are rapidly maturing in their basic cognitive abilities.

They learn and apply concepts such as actions, planes, and personal/general space. They identify and perform concepts of effort and relationships that vary the quality of movement. Students identify elements of correct form for fundamental skills and use them in performance. They use feedback to improve motor performance.

3–5 Older children are able to comprehend more complex concepts and principles and apply them in structured settings. They use performance feedback to increase their cognitive understanding of a skill as well as to improve performance.

They also use their knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others.

As they learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

6–8 Adolescents exhibit an increasingly complex discipline-specific knowledge.

They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills, and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play. They use information from a variety of sources, both internal and external, to guide and improve performance.

9–12 High school students demonstrate knowledge and understanding necessary to develop scientifically-based personal activity plans that include selected sports and activities. They use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills.

Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn, self-assess, and improve movement skills independently. They also can recognize elite-level performance.

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

1. Grades PK–2

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. Demonstrates cognitive understanding.

2:1:A1 Identifies correctly body planes and various body parts.

2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.

2:1:A3 States that best effort is shown by trying new or hard tasks.

2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each.

2:1:A5 Corrects movement errors in response to corrective feedback.

2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.

2:1:A7 Explains that appropriate practice improves performance.

2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

2. Grades 3–5

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. Demonstrates cognitive understanding.

2:2:A1 Explains that warm-up prepares the body for physical activity.

2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.

2:2:A3 Identifies and demonstrates key elements of skill being taught.

2:2:A4 Explains the necessity of transferring weight in skills.

2:2:A5 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

Learning Priority: Develops the ability to transfer complex motor skills they have learned into new skills/games.

B. Utilizes skill application.

2:2:B1 Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student.

2:2:B2 Corrects movement errors in response to corrective feedback given by teacher or peer.

2:2:B3 Designs a new game incorporating at least two motor skills and rules.

2:2:B4 Explains how appropriate practice improves performance.

3. Grades 6–8

Learning Priority: Applies cognitive understanding to improve motor skill development and performance.

A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.

2:3:A1 Selects appropriate practice procedures to learn and master skills and movement patterns.

2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.

2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.

2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).

2:3:A5 Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.

2:3:A6 Explains force application and how it affects flight path of object.

2:3:A7 Devises and performs a skill after explaining the significance of a biomechanical principle that enhances performance.

B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.

2:3:B1 Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).

2:3:B2 Explains at least two game tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.).

2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.

2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.

4. Grades 9–12

Learning Priority: Demonstrates cognitive understanding to develop personal activity plans.

A. Demonstrates cognitive understanding.

2:4:A1 Develops an appropriate conditioning program for a sport or lifetime fitness activity.

2:4:A2 Plans a summer or afterschool personal conditioning program.

2:4:A3 Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.

2:4:A4 Identifies the differences and benefits of both functional fitness training and traditional weight training.

Learning Priority: Demonstrates the scientific principles as they relate to various physical activities.

B. Applies and analyzes scientific principles of physical activity.

2:4:B1 Identifies biomechanical principles related to striking, throwing, catching, and kicking skills.

- 2:4:B2 Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.
- 2:4:B3 Recognizes advanced skill performance in others.
- 2:4:B4 Describes the impact of new skills and tactics.
- 2:4:B5 Explains appropriate tactical decisions in a competitive activity.
- 2:4:B6 Self-assesses performance and makes appropriate corrections.
- 2:4:B7 Applies preexisting skills and knowledge to the acquisition of new skills.
- 2:4:B8 Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy)
- 2:4:B8 Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.

PK-12 Standard 3: Participates regularly in physical activity.

Summary

PK–2 Young children participate in physical activities largely because of the pleasure they experience. They engage primarily in non-structured physical activities on an intermittent basis outside of physical education class and have fun while doing so. They participate in a wide variety of gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students knowingly select and participate in activities during their leisure time that are moderate to vigorous in nature and that they find enjoyable. They recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body and voluntarily choose to engage in activities that contribute to improved health. Students begin to use skills and knowledge acquired in physical education class during their leisure-time physical activity.

3–5 Older children develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they derive. They voluntarily participate in moderate to vigorous physical activity for longer periods of time outside of physical education class. Students are able to identify and make use of opportunities at school and within the community for regular participation in physical activity. They begin to recognize and use critical elements and movement concepts to sustain their own participation in activities they enjoy. They are capable of using information from a variety of sources (internal and external) to regulate their activity participation.

6–8 Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and use practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and non-school settings.

9–12 High school students fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle. They willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals. Students at this age make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation. They can

independently apply appropriate training principles to their own physical activity and can use pertinent scientific principles to enhance their participation in a specific activity or sport. In addition, students demonstrate an understanding of how and why adult patterns of physical activity participation change throughout life and are capable of implementing meaningful strategies to deal with those changes.

PK-12 Standard 3: Participates regularly in physical activity.

1. Grades PK–2

Learning Priority: Engages in many types of physical activities.

A. Chooses to be physically active.

3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis.

3:1:A2 Participates in a variety of physical activities outside of school, with and without objects.

3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.

2. Grades 3–5

Learning Priority: Regularly participates in activities that provide enjoyment and health benefits.

A. Chooses to be physically active.

3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.

3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.

3:2:A3 Chooses to participate in structured and purposeful activity.

3:2:A4 Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.

3:2:A5 Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program.

B. Sets goals for a physically active lifestyle.

3:2:B1 Identifies one personal movement goal for use outside of physical education class.

3:2:B2 Identifies two personal fitness goals to improve personal fitness.

3. Grades 6–8

Learning Priority: Develops and implements an individual physical activity plan.

A. Plans for physical activity based on personal goals and interests.

3:3:A1 Completes a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community.

3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.

3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.

B. Participates regularly in moderate to vigorous physical activity in and out of school.

3:3:B1 Maintains a pedometer log for a minimum of two weekdays and one weekend day.

3:3:B2 Maintains a physical activity log documenting progress toward attaining their personal goals.

3:3:B3 Documents practice time as specified by their physical education teacher.

3:3:B4 Regulates physical activity behavior by using appropriate practice procedures and training principles.

4. Grades 9–12

Learning Priority: Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle.

A. Chooses to be physically active.

3:4:A1 Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.

3:4:A2 Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.

3:4:A3 Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.

3:4:A4 Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.

3:4:A5 Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.

B. Sets goals for a physically active lifestyle.

3:4:B1 Establishes goals by identifying strengths and weaknesses using personal fitness assessments.

3:4:B2 Compares health and fitness benefits derived from various physical activities.

3:4:B3 Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.

3:4:B4 Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.

PK-12 Standard 4: Achieves and maintains a health-enhancing level of fitness.

Summary

PK–2 Young children engage in a variety of activities that serve to promote health-related physical fitness. They enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness. They participate in physical activity intermittently for short periods of time and will accumulate a relatively high volume of total activity and have fun while doing so. They recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing).

3–5 Older children regularly participate in physical activity for the purpose of improving physical fitness. Students participate in moderate to vigorous physical activity for longer periods of time without tiring. They begin to engage in physical activities specifically related to each component of physical fitness and are capable of monitoring the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly.

Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations. With teacher assistance, students interpret the results and understand the significance of information provided by formal measures of physical fitness. Students at this level will be introduced to the components of health-related fitness (aerobic capacity, muscular strength and endurance, flexibility, and body composition).

6–8 Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including aerobic capacity, muscular strength and endurance, flexibility, and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., threshold, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

9–12 Young adults assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors. They demonstrate responsibility for their own health-related fitness status by participating in appropriate physical activities on a regular basis. They engage in activities in a variety of settings (e.g., school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness. They are largely independent in assessing their personal fitness status, and they can interpret information from fitness tests and use this information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

PK-12 Standard 4: Achieves and maintains a health-enhancing level of fitness.

1. Grades PK–2

Learning Priority: Develops knowledge, skills, and attitudes toward achieving physical fitness.

A. Chooses to be physically active.

4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.

4:1:A2 Engages in a series of physical activities without tiring easily.

4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

B. Manages healthy physical activity.

4:1:B1 Begins to identify muscle groups used in activities.

4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.

4:1:B3 Recognizes that health-related physical fitness consists of several different components.

2. Grades 3–5

Learning Priority: Develops healthy habits that address the various components of physical fitness.

A. Understands health benefits of being physically active.

4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.

4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.

4:2:A3 Identifies at least one muscle for each physical fitness test (such as FitnessGram) used.

4:2:A4 Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.

B. Manages healthy physical activity.

4:2:B1 Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

4:2:B2 Meets the age- and gender-specific health-related fitness standards.

4:2:B3 Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests.

3. Grades 6–8

Learning Priority: Acquires and applies knowledge of the fitness components for overall fitness.

A. Acquires and applies fitness knowledge.

4:3:A1 Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.

4:3:A2 Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise).

4:3:A3 Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility).

4:3:A4 Performs physical fitness test with correct form and/or technique.

4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.

4:3:A6 Develops, with teacher assistance, an individual plan for improving fitness levels.

4:3:A7 States the differences between moderate and vigorous physical activity as it relates to perceived exertion.

4:3:A8 Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).

4:3:A9 Demonstrates knowledge of all major muscle groups.

B. Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility.

4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.

4:3:B2 Documents individual physical activity in relation to all the health-related components of fitness.

4:3:B3 Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity.

- 4:3:B4 Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
- 4:3:B5 Completes a total body resistance training workout with safe lifting procedures (e.g., large muscles first, proper form and balance, correct amount of resistance, rest day, etc.).
- 4:3:B6 Completes a total body stretching routine with safe stretching techniques.

4. Grades 9–12

Learning Priority: Practices healthy behaviors that maintain or improve physical fitness.

A. Assesses and manages personal health behaviors.

- 4:4:A1 Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.
- 4:4:A2 Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
- 4:4:A3 Achieves personal fitness goals after a period of training.
- 4:4:A4 Demonstrates the ability to monitor and adjust a personal fitness program to meet needs and goals.
- 4:4:A5 Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).
- 4:4:A6 Meets the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram).
- 4:4:A7 Identifies a variety of activities and how often they should be done to improve all health-related fitness components.
- 4:4:A8 Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group.
- 4:4:A9 Participates in fitness activities based on resources available in the local community.
- 4:4:A10 Self-assesses heart rate before, during, and after various physical activities.
- 4:4:A11 Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Summary

PK–2 Young children discover the joy of playing with friends and experience how social interaction can make activities more fun. They know safe practices and physical education class rules and procedures, and they are able to apply them with little or no reinforcement. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity. By improving motor skills, children have gained a basis and appreciation for working with others in cooperative movement, sharing, working together to solve a problem, and/or tackling a challenge.

3–5 Older children are active participants and learn to work independently and with small groups, enjoying the diversity of those around them. Students identify purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation and communication skills to facilitate completion of a common goal while working with a partner and/or small diverse groups. Older children work independently and productively

for short as well as progressively longer periods of time. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

6–8 Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem solving techniques to resolve conflicts when necessary in competitive activities.

9–12 Young adults demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity in a culturally-diverse society. They make enlightened personal choices for engaging in physical activity over their life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture. They develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

1. Grades PK–2

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Incorporates safe practices and adherence to rules and procedures.

5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.

5:1:A2 Follows directions given to the class for an all-class activity.

5:1:A3 Uses safety procedures.

5:1:A4 Reports the results of work honestly.

5:1:A5 Enjoys participating alone while exploring movement tasks.

5:1:A6 Follows rules, procedures, and etiquette in class.

5:1:A7 Works independently, productively, and demonstrates a willingness to challenge self.

B. Demonstrates teamwork, ethics, and positive social interaction.

5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.

5:1:B2 Participates in a variety of cooperative activities.

5:1:B3 Works in a diverse group setting without interfering with others.

5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).

5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.

5:1:B6 Regularly encourages others and refrains from negative statements.

2. Grades 3–5

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Demonstrates safe practices and adherence to rules and procedures.

5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.

5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.

5:2:A3 Demonstrates safe control of body and equipment.

5:2:A4 Follows class, activity, or game rules respectfully.

B. Demonstrates a commitment to teamwork, ethics, and positive social interaction.

5:2:B1 Cooperates with all class members by taking turns and sharing equipment.

5:2:B2 Participates in a variety of team building activities.

5:2:B3 Works productively with a partner to improve performance.

5:2:B4 Recognizes and appreciates similar and different activity choices of peers.

5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.

5:2:B6 Shows respect for the views of a peer during class discussion.

5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.

5:2:B8 Regularly encourages others and refrains from negative statements.

3. Grades 6–8

Learning Priority: Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Develops personal responsibility.

5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.

5:3:A2 Identifies the importance of following class and procedures.

5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.).

5:3:A4 Follows and listens to all directions and asks for help when needed.

5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.

5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).

5:3:A7 Identifies and practices ethical behavior.

B. Develops social responsibility.

5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.

5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.

5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).

5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).

5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity etc.) in adventure and team building activities.

5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.

4. Grades 9–12

Learning Priority: Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Contributes to establishing a positive physical activity learning environment.

5:4:A1 Solves conflicts agreeable to both parties.

5:4:A2 Adjusts participation level and personal behavior to make activities inclusive for everyone.

5:4:A3 Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.

5:4:A4 Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.

5:4:A5 Demonstrates consistent decisions to ensure the safety of self and others.

5:4:A6 Exhibits respectful and mature behavior to contribute to a positive learning environment.

5:4:A7 Identifies positive and negative peer influences.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Summary

K–2 Young children are the most active segment of our population. They are physically active because they enjoy merely participating. Students like the challenge of experiencing new movements and learning new skills. They feel joy as they gain competence in them. They begin to function as members of a group and to work cooperatively for brief periods of time.

3–5 Older children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of different and similar skill levels.

6–8 Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet from competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.

9–12 High school students are more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving. They enjoy the challenge of working hard to better their skills, and they feel satisfaction when they are successful in improving, especially while pursuing personal goals. They enjoy regular participation in selected

activities, either alone or with friends. They can explain why participation in these activities is enjoyable and desirable.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

1. Grades PK–2

Learning Priority: Participates in new movements and skills for enjoyment.

A. Engages in physical activity.

- 6:1:A1 Shares verbal and nonverbal indicators of enjoyment.
- 6:1:A2 Attempts new movements and skills willingly.
- 6:1:A3 Participates even when not successful.
- 6:1:A4 Identifies several activities that are enjoyable.
- 6:1:A5 Expresses personal feelings on progress made while learning a new skill.

2. Grades 3–5

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Applies intrinsic values to physical activity.

- 6:2:A1 Identifies positive feelings associated with participation in physical activities.
- 6:2:A2 Selects and practices a skill on which improvement is needed.
- 6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.
- 6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.
- 6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.

B. Demonstrates positive social interaction as a benefit of physical activity.

- 6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits.
- 6:2:B2 Interacts with others by helping with their physical activity challenges.
- 6:2:B3 Chooses to participate in group physical activities.

3. Grades 6–8

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Values the benefits of physical activity physically, mentally, emotionally, and socially.

- 6:3:A1 Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components.
- 6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.
- 6:3:A3 Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.
- 6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.
- 6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently.

- 6:3:A6 Seeks personally-challenging experiences in physical activity settings.
- 6:3:A7 Appreciates the aesthetic and creative aspects of skilled performance.
- 6:3:A8 Describes the ways to use body and movement to communicate ideas and feelings in creative dance.
- 6:3:A9 Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).
- 6:3:A10 Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.
- 6:3:A11 Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.

4. Grades 9–12

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Values physical activity as part of a healthy lifestyle.

- 6:4:A1 Participates in activity outside of school for self-enjoyment.
- 6:4:A2 Identifies reasons to participate in physical activity in the local community.
- 6:4:A3 Displays a willingness to experiment with new activities and sports of our and other cultures.
- 6:4:A4 Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity.
- 6:4:A5 Describes the correlation that being physically active leads to a higher quality of life.

B. Incorporates opportunities for self-expression and social interaction.

- 6:4:B1 Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.
- 6:4:B2 Recognizes the value of all individuals involved in the activity.
- 6:4:B3 Describes the positive feelings that result from physical activity participation alone and with others.
- 6:4:B4 Participates as a volunteer in promoting physical activity within the school setting and also in the community.