

# Physical Education Standards

## Motor Skill Development

STANDARD (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**By the end of Grade 2, students will:**

### **A. Movement Skills**

1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.
2. Demonstrate smooth transitions between sequential movement skills used in combination.
3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.
4. Move in personal and general space at different levels, directions, and pathways.
5. Respond in movement to changes in tempo, beat, rhythm, or musical style.

6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.
7. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.
8. Respond appropriately to verbal and visual cues during physical activity.
9. Correct movement errors in response to feedback.
10. Demonstrate the use of creative movement in response to music, poetry, or stories.

## **B. Movement Concepts**

1. Identify body planes and parts.
2. Explain how changes in direction, pathways and levels can alter movement.
3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.

4. Distinguish between personal and general space.
5. Explain verbal and visual cues used to improve skill performance.
6. Define and use basic movement vocabulary to describe physical activity.

## **C. Strategy**

1. Differentiate between competitive and cooperative strategies.

## **D. Sportsmanship, Rules, and Safety**

1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
2. Follow basic activity and safety rules and explain why they are important.
3. Explain that practice and being healthy contribute to safe and improved performance.

## **E. Sport Psychology**

1. Explain that mental attitude influences physical performance.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

### **A. Movement Skills**

1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.
2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot).
3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
5. Respond to multiple changes in rhythm, tempo, beat, and musical style.
6. Change the effort or range of a movement skill or combination to improve performance.
7. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries.
8. Respond appropriately to visual and verbal cues during physical activity.
9. Correct movement errors in response to feedback and explain how the change improves performance.
10. Apply a learned skill to another movement setting.
- 11.** Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.

## **B. Movement Concepts**

1. Discuss the importance of proper body mechanics when performing movement skills.
2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
3. Explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps).
4. Discuss ways to refine and increase control when performing movement skills.
5. Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
6. Explain how a movement skill can be used in another movement setting.

7. Give examples of verbal and visual cues used to improve movement skill performance.
8. Define and use skill- and activity-specific vocabulary.

## **C. Strategy**

1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.

## **D. Sportsmanship, Rules and Safety**

1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.

## **E. Sport Psychology**

1. Describe a variety of mental strategies used to prepare for physical activity.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

### **A. Movement Skills**

1. Demonstrate developmentally appropriate form when using movement skills in applied settings.
2. Demonstrate the use of force and motion to impact the quality of physical movement.
3. Employ the principles of space, effort, and relationships to modify movement.
4. Modify movement in response to dynamic, interactive environments.
5. Use visual and verbal cues to improve performance during a physical activity.

6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.
7. Apply a learned skill to another movement setting.
8. Perform planned movement sequences based on a theme and using rhythm or music.

### **B. Movement Concepts**

1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.
2. Discuss how the principles of force and motion impact the quality of movement.
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.
4. Describe how to refine and increase control when performing movement skills.
5. Discuss how to modify movement in response to dynamic, interactive environments.

6. Analyze how a movement skill can be transferred to another movement setting.
7. Discuss how practice, regular participation, and appropriate feedback improve performance.
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.

### **C. Strategy**

1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.

### **D. Sportsmanship, Rules, and Safety**

1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.
2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.

3. Select, use, and care for equipment used during physical activity.

### **E. Sport Psychology**

1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

### **A. Movement Skills**

1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
2. Demonstrate how equilibrium, rotation, and range of motion impact performance
3. Apply the impact of various applications of force and motion during physical activity.
4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.

5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).

## **B. Movement Concepts**

1. Describe how equilibrium, rotation, and range of motion impact performance.
2. Analyze the application of balance and counterbalance when performing or observing movement skills.
3. Compare and contrast the use of space and flow in physical activities.

4. Summarize how movement can be made more interesting, creative, or effective.
5. Discuss the stages of movement skill development and the importance of practice.
6. Describe the influence of history and culture on games, sports, and dance.

## **C. Strategy**

1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.

## **D. Sportsmanship, Rules, and Safety**

1. Analyze participant and observer behaviors for evidence of good sportsmanship.
2. Employ general- and activity-specific rules and analyze their impact on participation.

## E. Sport Psychology

1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

## Fitness Standard

STANDARD (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**By the end of Grade 2, students will:**

### A. Fitness and Physical Activity

1. Identify the components of health-related and skill-related fitness and identify activities that develop each component.
2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.

### B. Training

1. Explain that too much or not enough exercise can be harmful.
2. Explain that participation in regular physical activity contributes to wellness.

### C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Monitor heart rate and breathing before, during, and after exercise.

3. Develop a fitness goal and monitor achievement of the goal.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

### **A. Fitness and Physical Activity**

1. Discuss the physical, social, and emotional benefits of regular physical activity.
2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.
3. Describe how body systems respond to vigorous exercise.
4. Discuss factors such as heredity, training, and diet that influence fitness.
5. Describe how technology has improved fitness activities.

### **B. Training**

1. Discuss the importance of regular physical activity.

2. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.
3. Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.

### **C. Achieving and Assessing Fitness**

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Maintain continuous aerobic activity for a specified time period.
3. Monitor physiological responses before, during, and after exercise.
4. Develop a health-related fitness goal and use technology to track fitness status.
5. Demonstrate age and gender-specific progress towards improving each component of fitness.

6. Demonstrate safe and appropriate techniques while engaging in fitness activities.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

### **A. Fitness and Physical Activity**

1. Describe the physical, social, and emotional benefits of regular physical activity.
2. Differentiate among activities that improve skill fitness versus health-related fitness.
3. Describe how body systems adapt over time to regular physical activity.
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.
5. Investigate technological advances that impact physical activity and fitness.
6. Describe the relationship between physical activity, healthy eating, and body composition.

### **B. Training**

1. Discuss the relationship between practice, training, and injury prevention.
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
4. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.

### **C. Achieving and Assessing Fitness**

1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.

3. Monitor physiological indicators before, during, and after exercise.
4. Assess personal fitness; develop a personal fitness plan based on the findings, and use technology to implement the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.
6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

### **A. Fitness and Physical Activity**

1. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.

### **B. Training**

1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
2. Apply training principles to establish a progression of activity that will improve each component of fitness.
3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
4. Investigate the physical, behavioral, legal, and competitive consequences of the use of

anabolic steroids and other performance enhancing substances.

### **C. Achieving and Assessing Fitness**

1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
3. Monitor physiological responses before, during and after exercise and compare changes.
4. Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.