

**PHYSICAL EDUCATION**  
K - 12  
**COURSE OF STUDY**

Olmsted Falls City Schools

April 2008

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## **STATEMENT OF APPROVAL**

The Physical Education Graded Course of Study has been prepared to meet the requirements of Section 3313.60 Ohio Revised Code, which states that “boards of education shall prescribe a graded course of study for all schools under their control, subject to approval of the State Board of Education”.

The course of study was developed by a district physical education committee. It was designed to implement the new Ohio Department of Education guidelines for Development of a graded Course of Study. The document was submitted to the Ohio Department of Education for approval and will be articulated and implemented through in service meetings to administrators and teachers.

This course of study will serve to stimulate further improvements of the physical education program. All Olmsted Falls staff members are charged with the responsibility of using this course of study regularly and consistently in the development and presentation of the best instructional program possible for the Olmsted Falls pupils.

## RECOMMENDATION FOR PROGRAM ADOPTION

This course of study is recommended for approval by the following study committee members:

Kevin Ciolek  
Dan Dame  
Kathy Pruchnicki  
Kristina Zbin  
Carol Rami

The course of study was approved by the Olmsted Falls Board of Education at its meeting on

April 17, 2008

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## Olmsted Falls Board of Education

### **PHILOSOPHY AND GOALS**

The Board of Education of the Olmsted Falls School District believes that each student participate in a school program that provided learning experiences which are intended to result in intellectual and personal growth.

The Board believes that each student should be provided with these opportunities to further the development of:

- A. physical and mental health,
- B. moral and ethical values,
- C. an appreciation of one's relation to the family, community, State, nation, and world,
- D. individual abilities and the use of them to reach the individual's fullest potential,
- E. skills for participation in our democratic way of life,
- F. skills of communication,
- G. skills which will help in vocational endeavors,
- H. scientific and aesthetic skills and appreciation,
- I. constructive utilization of leisure time,
- J. a desire for continued self-advancement,
- K. a desire to excel,
- L. curiosity.

## **Program Philosophy**

Regular physical activity is an important component of a healthy lifestyle- preventing disease and enhancing quality of life. Research suggests that regular, moderate-intensity physical activity creates substantial health benefits. A quality physical education program is essential to ensure that students learn to value that physical, mental, and social benefits associated with meaningful physical activity. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging and fun. These benefits entice people to continue participation in activity throughout their lifetime.

Physical education plays a critical role in educating the *whole* student. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept, as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

## **Mission Statement**

It is in the best interest of the students in the Olmsted Falls School District that they have the opportunity to receive quality physical education in grades K-I 2. It is the responsibility of the physical education programs to develop health-related fitness, physical competence, and cognitive understanding about physical activity for all students to that they can adopt healthy and physically active lifestyles. Today's physical education programs are important because they provide learning experiences that meet the developmental needs of students, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning.

## INTRODUCTION

The National Standards for Physical Education were used as the fundamental core of this Physical Education Course of Study. These standards have been designed to prepare all students for success in social, cooperative and problem solving competencies. These standards provide a comprehensive foundation for all students to develop motor skills, physical fitness, and understanding of concepts that foster lifelong healthy lifestyles.

The seven standards that follow represent the Physical Education content and skills all students should know and be able to use as they progress through school. These include:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The Physical Education Course of Study has been organized into grade level bands that include standards, benchmarks, and grade-level indicators. The following defines these terms:

Standard:	An overarching goal or theme in physical education. The standard statement describes in broad terms, what students should know and be able to do as a result of a quality Physical Education K – 12 Program.
Benchmark:	A specific statement of what a student should know and be able to do at a specific time in his/her schooling. Benchmarks are used to measure a student's progress towards meeting the standard. Benchmarks are defined for grades K, 2, 4, 6, 8, 9, 10, 11, and 12 by NAPSE.
Grade-Level Indicators	A specific statement of the knowledge and/or skills that a student demonstrates at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.



Overarching Theme K-12

Grades Three – Five  
Benchmark #1

Grades Three – Five  
Indicator #2a

# PHYSICAL EDUCATION IS CRITICAL TO A COMPLETE EDUCATION

Council of Physical Education for Children

A Position Paper from the National Association for Sport and Physical Education

## Overview

Physical education plays a critical role in educating the *whole* student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

## Physical Benefits

Physical education is unique to the school curriculum as the only program that provides students with opportunities to learn motor skills, develop fitness and gain understanding about physical activity. Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. The physical education program is the place where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives.

### Elementary

In the elementary grades, the physical education program emphasizes the development of fundamental locomotor, non-locomotor, and manipulative skills through the main content areas of educational games, dance, and gymnastics. The movement framework, (i.e., body, space, effort, and relationship) is also a part of the core content and is the basis for

developing, expanding, and refining children's range of motor skills and awareness. Quality instruction by physical education professionals is critical if children are to develop fundamental motor patterns (e.g. jump, throw, skip, hop, catch, and kick). The motor skill foundations established during the elementary grades may enhance children's social, cognitive and physical development and increase the likelihood of continued interest and participation in physical activity. Fitness at elementary grades is supported by a rich experience in many basic movement forms.

### Middle School

The middle school student is ready to experience a wide variety of applications of fundamental movements, including traditional sports, adventure activities (e.g., rock climbing, ropes, kayak, skiing), and lifetime or leisure-oriented activities (e.g., roller-blading, biking, dance). It is during this period when students are capable of refining, combining and applying a variety of sport-related and lifetime skills. Students may explore after-school opportunities for specialized or/and competitive physical activity programs.

Rapid growth during the pre-adolescent years may affect students' interests, choices, and activity patterns. Therefore physical education programs offer a variety of activities to meet and expand student interests. Fitness development becomes more systematic. Students develop specific fitness components, set goals and assess personal fitness levels.

### High School

High school students become increasingly more independent as their daily lives become more complex and diversified. High school students begin to make decisions and choices in taking increased responsibility for themselves. Quality high school physical education programs provide students conceptual and practical understanding of: 1) health-related physical fitness, and 2) how to maintain a health-related level of physical fitness. Physical education plays a vital part in helping high school students maintain and refine the skills and knowledge needed to select physical activities to use throughout their lives.

## **Cognitive Benefits**

Children learn through a variety of modalities (e.g., visual, auditory, tactile, physical). Teaching academic concepts through the physical modality may nurture children's kinesthetic intelligence.

Academic constructs have greater meaning for children when they are taught across the three realms of learning, including the

cognitive, affective and psychomotor domains. Greater depth and relevance can be achieved when the subject matter constructs are related to each domain of learning. Research has demonstrated that children engaged *in* daily physical education show superior motor fitness, academic performance, and attitude towards school versus their counterparts who did not participate in daily physical education. Physical education learning experiences also offer a unique opportunity for problem solving, self-expression, socialization, and conflict resolution.

### Elementary

Research suggests that young children learn through active engagement. Children in elementary school acquire knowledge through physical exploration of their environment. Physical education may provide children with learning experiences essential to the formation of mental schemes (i.e., mental patterns or systems that describe the ways people think about the world; building blocks of thinking). Children form more effective schemes by programs facilitate exploration of movement in various contexts that enhance acquisition of knowledge.

### Middle School

Middle school students are intensely curious, prefer active to passive learning, and definitely favor interaction with peers during learning activities. The early adolescent exhibits a strong willingness to learn things they consider useful. They enjoy using skills to solve real life problems. Quality physical education programs provide a medium through which middle school students can refine and expand upon their physical repertoire of skills. It has been shown that students miss fewer days of school because of illness and exhibit greater academic achievement because of the physical vitality gained in physical education.

### High School

During the high school years students should be given more in-depth learning opportunities so they can understand the mechanical, physiological and social-psychological aspects of physical activity. High school students' growing ability to compare and contrast, analyze, and synthesize information enables them to apply movement principles in new and meaningful ways. Students can more fully understand the role of physical activity in preventive health and analyze the pros and cons of various types of physical activity in lifelong health.

## **Affective Benefits**

Physical competence builds self-esteem. Quality physical education programs enhance the development of both competence and confidence in performing motor skills. Attitudes, habits, and perceptions are critical prerequisites for persistent participation in physical activity. Appropriate levels of health-related fitness enhance feelings of well-being and efficacy.

### Elementary

Quality physical education programs can contribute to the development of self-esteem among children. Children who are more active may have greater social success and positive relations with peers. Children need many opportunities to experience personal feelings of success and achievement in physical activity settings. Explorations of various movement capabilities contribute to feelings of joy and accomplishment.

### Middle School

Quality middle school physical education programs provide students unique opportunities for demonstrating leadership, socialization, and goal setting skills. Involvement in physical activity has shown a consistent relationship with mood, self-esteem, and other indices of psychological well being in early adolescence. Student preferences become more specialized at this age and the preference influences students' motivation to continue in physical activities. A youngster's feelings of perceived competence also affects future participation and self esteem. Despite the physiological changes that occur at this age, students are generally willing to work cooperatively toward common goals because the desire for peer group acceptance is strong. Risk taking is attractive and students accept the challenge of setting and achieving personal goals. Physical education programs have a unique opportunity to provide learning experiences that enhance middle school students' self-esteem.

### High School

During this phase of development, students begin to select activities based more on personal interests. Other factors affecting students' choices of physical activity may be their level of health-related physical fitness, body type, geographical location, and socio-economic group or circle of peers. Physical education programs must continue to enhance students' fitness development and offer an array of activities from which students can select.

Attitudes, habits, and perceptions are critical prerequisites for persistent participation in physical activities. To help students

achieve self-realization through physical activity, the physical education program can guide student choices and help them become self-directed in the selection of activities that are satisfying. The importance of commitment and dedication in achieving success may be emphasized in physical education. Physical activity habits and preferences are not static, but are continually in a state of flux throughout one's lifetime. High school is a time when students can establish habits and attitudes about the role physical activity will play in their lifetime. This is the time for students to explore their preferences related to physical activity and perhaps specialize based on abilities and interests.

### **Physical Activity Improves the Quality of Life**

Regular physical activity improves functional status and limits disability during the middle and later adult years. Physical activity contributes to quality of life, psychological health, and the ability to meet physical work demands. Physical education can serve as a vehicle for helping students to develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. The outcomes of a quality physical education program include the development of students' physical competence, health-related fitness, self-esteem, and overall enjoyment of physical activity. These outcomes enable students to make informed decisions and choices about leading a physically active lifestyle.

In early years children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in their movement ability. Evidence suggests that the level of participation, the degree of skill, and the number of activities mastered as a child directly influences the extent to which children will continue to participate in physical activity as an adult.

In early adolescence participation in physical activity provides important opportunities for challenge, social interaction, group membership, as well as opportunities for continued personal growth in physical skill.

Participation for high school students continues to provide enjoyment and challenge as young people express preferences for activities that meet their specific interests. A comprehensive, well-implemented physical education program is an essential component to the total education of students. Physical education prepares students to maintain healthy, active lifestyles and engage in enjoyable, meaningful leisure-time pursuits.

## General Description of Standards

### **1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

The intent of this standard is the development of movement competence and proficiency. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g. specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participation, rule, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

### **2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. During the lower elementary years emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years, an emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years, the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation, the student should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

### **3. Participates regularly in physical activity.**

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them. Young children should learn to enjoy physical activity. They should participate in developmentally appropriate activities that help them develop movement competence and they should be encouraged to participate in vigorous and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being; and a comprehensive perspective on the meaning of the idea of a healthy lifestyle.

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

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standards for all children at a given grade level. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. The student thus should have both the ability and willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle.

### **5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, students learn to work independently, with a partner, and in



small groups. In the middle school, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings.

## **6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. Children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence from movement ability. By middle school, students participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. Participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. Physical Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs. activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span.

## PHYSICAL EDUCATION K-12

### Grade Level Topics

Grades	Standard 1 Demonstrates competency in motor skills and movement practices	Standard 2 Demonstrates understanding of movement concepts, principles, strategies and tactics	Standard 3 Participates regularly in physical activity	Standard 4 Achieves and maintains a health-enhancing level of physical fitness	Standard 5 Exhibits responsible personal & social behavior in physical activity settings	Standard 6 Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction
<b>K-2</b>	<ul style="list-style-type: none"> <li>• Locomotor skills (e.g., skip, gallop, hop)</li> <li>• Traveling in different pathways (e.g. forward, sideways, diagonal)</li> <li>• Manipulative skills (e.g., throwing, catching, kicking)</li> <li>• Balancing skills on different body parts, different levels</li> <li>• Rhythmic patterns to music</li> <li>• Demonstrates between self and general space</li> <li>• Chasing and fleeing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies body planes (front, back, side)</li> <li>• Identifies different body parts (knee, foot, arm)</li> <li>• Recognizes safety practices</li> <li>• Recognizes skill development requires practice</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in locomotor skills during leisure time</li> <li>• Participates in chasing and fleeing activities outside of school</li> <li>• Participates in a variety of activities that involve manipulation of objects in and outside of P.E. class</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sufficient muscular strength for weight bearing activities</li> <li>• Engage in a series of locomotor activities without tiring easily</li> <li>• Participates in games that increase breathing and heart rate</li> </ul>	<ul style="list-style-type: none"> <li>• Follows directions for an all-class activity</li> <li>• Handles equipment safely</li> <li>• Invites peer to take turn before repeating turn</li> <li>• Works in group setting cooperatively</li> <li>• Accepts all playmates without regard to personal differences</li> </ul>	<ul style="list-style-type: none"> <li>• Tries new movements and skills</li> <li>• Exhibits both verbal and nonverbal indicators</li> <li>• Continues to participate when not successful on first try</li> <li>• Identifies several activities that are enjoyable</li> </ul>

<b>Grades</b>	<b>Standard 1 Demonstrates competency in motor skills and movement practices</b>	<b>Standard 2 Demonstrates understanding of movement concepts, principles, strategies and tactics</b>	<b>Standard 3 Participates regularly in physical activity</b>	<b>Standard 4 Achieves and maintains a health-enhancing level of physical fitness</b>	<b>Standard 5 Exhibits responsible personal &amp; social behavior in physical activity sittings</b>	<b>Standard 6 Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>
<b>3-5</b>	<ul style="list-style-type: none"> <li>• Balances with control on a variety of objects</li> <li>• Catches and throws using mature form</li> <li>• Dribbles and passes a ball to a moving receiver</li> <li>• Develops patterns and combinations of movements</li> <li>• Demonstrates the ability while moving to avoid an individual object or student</li> </ul>	<ul style="list-style-type: none"> <li>• Kicks stationary ball, moving ball</li> <li>• Designs a new game incorporating at least two motor skills, rules, and strategies</li> <li>• Explains how appropriate practice improves performance</li> <li>• Identifies physical and psychological benefits that result from long-term participation in physical activity</li> <li>• Demonstrate understanding of rules and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in organized sport activities</li> <li>• Monitors activity using pedometer</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Fitness Testing</li> <li>• Engages in physical activity regularly</li> <li>• Identifies his/her strengths and weaknesses based upon testing</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates by taking turns and sharing equipment</li> <li>• Encourages others</li> <li>• Accepts feeling resulting from successes and failures</li> <li>• Benefits of teamwork during activity</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly encourages others</li> <li>• Compliance and non-compliance with game rules and fair play</li> <li>• Takes responsibility for his/her own actions</li> </ul>

<b>Grades</b>	<b>Standard 1 Demonstrates competency in motor skills and movement practices</b>	<b>Standard 2 Demonstrates understanding of movement concepts, principles, strategies and tactics</b>	<b>Standard 3 Participates regularly in physical activity</b>	<b>Standard 4 Achieves and maintains a health-enhancing level of physical fitness</b>	<b>Standard 5 Exhibits responsible personal &amp; social behavior in physical activity settings</b>	<b>Standard 6 Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>
6-8	<ul style="list-style-type: none"> <li>• Demonstrates proper throwing form of balls of various size and shape</li> <li>• Demonstrates proper catching of balls of various size and shape</li> <li>• Demonstrates proper grip of striking implements ( i.e. bats, tennis racket)</li> <li>• Participates with mature forms in the basic skills of modified sports (i.e. football, soccer, basketball, tennis, floor hockey, lacrosse, track and field, softball)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and demonstrates proper movement concepts in games</li> <li>• Knows and understands how to practice and train to enhance performance</li> <li>• Knows and understands the concepts of offensive and defensive play</li> <li>• Knows when, why, and how to use strategies and tactics within game play</li> </ul>	<ul style="list-style-type: none"> <li>• Sets physical activity goals for themselves</li> <li>• Pursues activities based upon their interests and personal goals</li> <li>• Selects and uses training principles to achieve goals</li> <li>• Aware of opportunities for participation in area of interest</li> <li>• Participates regularly in moderate to vigorous activities</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and understands their own personal physical fitness assessment</li> <li>• Understands the concept of health-related fitness (i.e. muscular strength, muscular endurance, flexibility, agility, cardiorespiratory endurance, and body composition)</li> <li>• Develops own individual fitness goals now and into the future</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits responsible personal and social behavior in physical activity settings</li> <li>• Knows how to both cooperate and compete fairly in physical activity settings</li> <li>• Employs proper problem solving techniques to resolve problems in competitive activities</li> <li>• Realizes the importance of rules and ethics in a physical setting</li> <li>• Practices the concept of good sportsmanship with the physical activity setting</li> </ul>	<ul style="list-style-type: none"> <li>• Values physical activity for health and enjoyment</li> <li>• Uses physical activity for personal challenge and self-expression</li> <li>• Recognizes and appreciates skilled performance</li> </ul>

<b>Grades</b>	<b>Standard 1 Demonstrates competency in motor skills and movement practices</b>	<b>Standard 2 Demonstrates understanding of movement concepts, principles, strategies and tactics</b>	<b>Standard 3 Participates regularly in physical activity</b>	<b>Standard 4 Achieves and maintains a health-enhancing level of physical fitness</b>	<b>Standard 5 Exhibits responsible personal &amp; social behavior in physical activity sittings</b>	<b>Standard 6 Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>
9-10	<ul style="list-style-type: none"> <li>• Team Sports: i.e. Basketball, Baseball, Football, Hockey, LaCrosse, Soccer, Volleyball</li> <li>• Ind. Sports: i.e. Archery, Badminton, Golf, Tennis</li> <li>• Dance: i.e. Rhythmic movement</li> <li>• Gymnastics: i.e. Tumbling, balance</li> <li>• Physical Fitness</li> <li>• Weight Training</li> <li>• Outdoor pursuits</li> <li>• Aquatics</li> </ul>	<ul style="list-style-type: none"> <li>• Develops short-term/long term fitness goals</li> <li>• Develops life-long skills</li> <li>• Identify successful movement performance</li> <li>• Explains appropriate tactical decisions</li> <li>• Explains impact of participation</li> <li>• Improves independent movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in a variety of physical activities</li> <li>• Accumulates physical activity outside of class</li> <li>• Ability to adjust activities to own needs</li> <li>• Demonstrates effective time management skills</li> <li>• Demonstrates appropriate strategies effecting behavior change</li> <li>• Monitors physical activity through pedometer or heart-rate monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate levels of: <ul style="list-style-type: none"> <li>➢ Cardiorespiratory endurance</li> <li>➢ Muscular strength</li> <li>➢ Endurance</li> <li>➢ Flexibility</li> <li>➢ Body Composition</li> </ul> </li> <li>• Assess physical fitness status</li> <li>• Designs and implements personal fitness program</li> <li>• Demonstrates ability to monitor progress</li> <li>• Achieves personal fitness goals</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates with class members</li> <li>• Works productively with partner(s)</li> <li>• Accepts teachers' decision(s)</li> <li>• Takes responsibility for own actions</li> <li>• Appreciates similar and different activity choices</li> <li>• Encourages others</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies reasons to participate in physical activities</li> <li>• Interacts with others</li> <li>• Improvement attributed to effort and practice</li> <li>• Challenged by learning new skills</li> <li>• Develops personal interests in a variety of activities</li> </ul>

<b>Grades</b>	<b>Standard 1 Demonstrates competency in motor skills and movement practices</b>	<b>Standard 2 Demonstrates understanding of movement concepts, principles, strategies and tactics</b>	<b>Standard 3 Participates regularly in physical activity</b>	<b>Standard 4 Achieves and maintains a health-enhancing level of physical fitness</b>	<b>Standard 5 Exhibits responsible personal &amp; social behavior in physical activity settings</b>	<b>Standard 6 Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>
11-12	<ul style="list-style-type: none"> <li>• Team Sports: i.e. Basketball, Baseball, Football, Hockey, LaCrosse, Soccer, Volleyball</li> <li>• Ind. Sports: i.e. Archery, Badminton, Golf, Tennis</li> <li>• Physical Fitness</li> <li>• Weight Training</li> <li>• Training program development</li> <li>• Outdoor pursuits</li> <li>• Aquatics</li> </ul>	<ul style="list-style-type: none"> <li>• Develops short-term/long term fitness goals</li> <li>• Develops life-long skills</li> <li>• Utilizes appropriate tactical decisions</li> <li>• Explains impact of participation</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in a variety of physical activities</li> <li>• Accumulates physical activity outside of class</li> <li>• Ability to adjust activities to own needs</li> <li>• Demonstrates effective time management skills</li> <li>• Monitors physical activity through pedometer or heart-rate monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate levels of:</li> <li>• Cardiorespiratory</li> <li>• Muscular strength</li> <li>• Endurance</li> <li>• Flexibility</li> <li>• Body Composition</li> <li>• Assess physical fitness status</li> <li>• Designs and implements personal fitness program</li> <li>• Achieve personal fitness goals</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates with class members</li> <li>• Works productively with partner(s)</li> <li>• Accepts teachers' decision(s)</li> <li>• Takes responsibility for own actions</li> <li>• Appreciates similar and different activity choices</li> <li>• Encourages others</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies reasons to participate in physical activities</li> <li>• Interacts with others</li> <li>• Improvement attributed to effort and practice</li> <li>• Challenged by learning new skills</li> <li>• Develops personal interests in a variety of activities.</li> </ul>

## **Grade: Kindergarten – Two**

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

### **Benchmarks Gr. K - 2**

- K-2B 1. Students will achieve mature forms in basic locomotor skills
- K-2B 2. Students will vary the manner in which locomotor skills in relationship to changing conditions and expectations
- K-2B 3. Students will show progress toward achieving mature form in more complex manipulative skills
- K-2B 4. Students will achieve mature form in the less complex manipulative skills
- K-2B 5. Students will demonstrate control in traveling, weight-bearing, and balance activities

### **Indicators Gr. K - 2**

- K-2I 1a. Skips, hops, gallops, slides, runs using mature form
- K-2I 2a. Demonstrates clear contrast between slow and fast movements when performing locomotor skills
- K-2I 2b. Travels forward and sideways, changing directions quickly in response to a signal or obstacle using a variety of locomotor skills
- K-2I 2c. Demonstrates a smooth transition between locomotor skills in time to music
- K-2I 4a. Taps the ball from foot to foot
- K-2I 4b. Drops the ball and catches it at the peak of the bounce
- K-2I 4c. Throws a ball underhand using mature form
- K-2I 5a. Discovers how to balance on different body parts, at different levels, becoming “like” a statue while making symmetrical and nonsymmetrical shapes

## **Grade: Kindergarten - Two**

### **Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

#### **Benchmarks Gr. K-2**

- K-2B 1. Students will learn and apply concepts such as actions, planes, and personal/general space.
- K-2B 2. Students will identify and perform concepts of effort and relationships, that vary the quality of movement.
- K-2B 3. Students identify elements of correct form for fundamental skills and use them in performance.
- K-4B 4. Students will use feedback to improve motor performance.

#### **Indicators Gr. K-2**

- K-2I 1. Identifies correctly body planes (i.e., front, back, side).
- K-2I 1b. Identifies correctly various body parts (e.g., knee, foot, arm, palm).
- K-2I 2a. Explains that warm-up prepares the body for physical activity
- K-2I 2b. Recognizes appropriate safety practices in general space by throwing balls only when others are not in the direct line of throw..
- K-2I 2c. States the short-term effects of physical activity on the heart and lungs
- K-2I 3a. States that best effort is shown by trying new or hard tasks
- K-2I 3b. Repeats cue words for jumping vertically (crouch, straighten, land on both feet and bend knees) and demonstrates/explains what is meant by each
- K-2I 4a. Corrects movement errors in response to corrective feedback
- K-2I 4b. Explains that appropriate practice improves performance



## **Grade: Kindergarten - Two**

### **Standard 3: Participates regularly in physical activity.**

#### **Benchmarks Gr. K-2**

- K-2B 1. Students will engage primarily in nonstructured physical activities on an intermittent basis outside of physical education class and have fun while doing so
- K-2B 2. Students will participate in a wide variety of gross motor activities that involve locomotion, nonlocomotion, and manipulation of objects
- K-2B 3. Students will knowingly select and participate in activities during their leisure time that are moderate to vigorous to vigorous in nature and that they find enjoyable
- K-2B 4. Students will 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
- K-2B 5. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure-time physical activity

#### **Indicators Gr.K-2**

- K-2I 1a Participates in chasing and fleeing activities outside of school
- K-2I 1b Participates in a variety of activities that involve manipulation of objects in and outside of physical education class (e.g., tossing ball, juggling)
- K-2I 1c. Participates regularly in a variety of nonstructured and minimally organized physical activities of physical education class
- K-2I 2a. Engages in a variety of locomotor activities during leisure time
- K-2I 3a Engages in moderate to vigorous physical activity on an intermittent basis
- K-2I 5a. Engages in moderate to vigorous physical activity on an intermittent basis
- K-2I 5b. Participates regularly in a variety nonstructured and minimally organized physical activities outside of physical education

## **Grade: Kindergarten - Two**

### **Standard 4: Achieves and maintains a health-enhancing level of physical education**

#### **Benchmarks Gr. K-2**

- K-2B 1. Students will enjoy physical activities for the pleasure experienced moving and may not associate the activity with the development of physical fitness
- K-2B 2. Students will 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.
- K-2B 3. Students recognize physiological signs associated with participation in moderate to vigorous physical activity
- K-2B 4. Students will possess basic knowledge of the components of health-related fitness

#### **Indicators Gr. K-2**

- K-2I 1a. Demonstrates sufficient muscular strength to be able to bear body weight for climbing, hanging, and momentary body support on the hands
- K-2I 2a. Engages in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping, galloping, and running) without tiring easily
- K-2I 2b. Participates in a variety of games that increase breathing and heart rate
- K-2I 3a. Increase arm and shoulder strength by traveling along a horizontal ladder
- K-2I 4a. Recognizes that health-related physical fitness consists of several different components

## **Grade: Kindergarten - Two**

### **Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

#### **Benchmarks Gr. K-2**

- K-2B 1. Students will know safe practices and physical education class rules and procedures, and they are able to apply them with little or no reinforcement
- K-2B 2. Students will know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity
- K-2B 3. 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

#### **Indicators Gr. K-2**

- K-2I 1a. Practices specific skills as assigned until the teacher signals the end of practice.
- K-2I 1b. Follows directions given to the class for an all-class activity
- K-2I 1c. Uses equipment and space safely and properly
- K-2I 2a. Shows compassion for others by helping them
- K-2I 2b. Works in a diverse group setting without interfering with others
- K-2I 2c. Invites a peer to take his or her turn at piece of equipment before repeating a turn
- K-2I 2d. Accepts all playmates without regard to personal differences
- K-2I 3a. Displays consideration of others while participating in Physical Education and on the playground
- K-2I 3b. Demonstrates the elements of socially acceptable conflict resolution during class activity

## **Grade: Kindergarten - Two**

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

### **Benchmarks Gr. K-2**

- K-2B 1. Students are physically active because they enjoy merely participating
- K-2B 2. Students like the challenge of experiencing new movements and learning new skills
- K-2B 3. Students will 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

### **Indicators Gr. K-2**

- K-2I 1a. Exhibits both verbal and nonverbal indicators of enjoyment
- K-2I 2a. Willingly tries new movement and skills
- K-2I 2b. Continues to participate when not successful on the first try
- K-2I 3a. Expresses personal feelings on progress made while learning a new skill

## **Grade: Three – Five**

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical Activities.**

### **Benchmark Gr. 3-5**

- 3-5B 1. Students achieve mature forms in the basic nonlocomotor and manipulative skills
- 3-5B 2. Students demonstrate locomotor, nonlocomotor, and manipulative skills for performance outcomes
- 3-5B 3. Students use these skills in dynamic and complex environments and in combination with each other
- 3-5B 4. Students also acquire some specialized skills basic to a movement form

### **Indicators Gr. 3-5**

- 3-5I 1a. Balances with control on a variety of objects
- 3-5I 1b. Catches a fly ball using mature form
- 3-5I 2a. Jumps vertically to a height of 9 inches and lands using mature form
- 3-5I 2c. Throws a ball overhand to a partner 15 yards away using mature form
- 3-5I 3a. Develops and refines a gymnastics sequence (or creative dance sequence) demonstrating smooth transitions
- 3-5I 3c. Demonstrates correct pattern for basic dance steps
- 3-5I 4a. Dribbles then passes a basketball to a moving receiver

## **Grade: Three - Five**

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

### **Benchmarks Gr. 3-5**

- 3-5B 1. Students will use performance feedback to increase their cognitive understanding of a skill as well to improve performance
- 3-5B 2. Students will use their knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others
- 3-5B 3. Students learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game

### **Indicators Gr. 3-5**

- 3-5I 1a. Describes how heart rate is used to monitor exercise intensity
- 3-5I 1b. Identifies physical and psychological benefits that result from long-term participation in physical activity
- 3-5I 2a. Explains the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward
- 3-5I 2b. Accurately recognizes the critical elements of a catch made by a fellow student and provides feedback to that student
- 3-5I 2c. Describes the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving forward
- 3-5I 2d. Explains how appropriate practice improves performance
- 3-5I 3a. Designs a new game incorporating at least two motor skills, rules, and strategies

## **Grade: Three - Five**

Standard 3: Participates regularly in physical activity

### **Benchmarks Gr. 3-5**

- 3-5B 1. Students will voluntarily participate in moderate to vigorous physical activity for longer periods of time outside of physical education class
- 3-5B 2. Students will be able to identify and make use of opportunities at school and within the community for regular participation in physical activity
- 3-5B 3. Students will begin to recognize and use critical elements and movement concepts to sustain their own participation in activities
- 3-5B 4. Students will be capable of using information from a variety of sources (internal and external) to regulate their activity participation

### **Indicators Gr. 3-5**

- 3-5I 1a. Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis
- 3-5I 2a. Participates in organized sport activities provided through local community programs
- 3-5I 3a. Chooses to participate in structured activity
- 3-5I 4a. Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled
- 3-5I 4b. Maintains a physical activity log for a two or three day period documenting activity data

## **Grade: Three - Five**

### **Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

#### **Benchmarks Gr. 3-5**

- 3-5B 1. Students will participate in moderate to vigorous physical activity for longer periods of time without tiring
- 3-5B 2. Students will begin to engage in physical activities specifically related to each component of physical fitness and are capable of monitoring physiological indicator that accompany moderate to vigorous physical activity and adjust their own activity accordingly
- 3-5B 3. Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations
- 3-5B 4. With teacher assistance, students will interpret results and understand the significance of information provided by formal measures of physical fitness

#### **Indicators Gr. 3-5**

- 3-5I 1a. Engages in appropriate physical activity that results in the development of cardiorespiratory endurance
- 3-5I 2a. Recognizes that physiological responses to exercise are associated with their own levels of fitness
- 3-5I 2b. Chooses to participate in sport activities that require high levels of muscular strength
- 3-5I 3a. Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity
- 3-5I 3b. Meets the age- and gender-specific health-related fitness standards defined by fitness tests
- 3-5I 4a. Identifies his or her strength and weaknesses based upon the results of Fitness tests



## **Grade: Three - Five**

### **Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

#### **Benchmarks Gr. 3-5**

- 3-5B 1. Students will identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette
- 3-5B 2. Students will continue to develop cooperation and communication skills to facilitate completion of a common goal while working with a partner and/or small diverse groups
- 3-5B 3. Students will work independently and productively for a short as well as a progressively longer period of time
- 3-5B 4. Students will continue to develop cultural/ethnic self-awareness, appreciate the differences in others

#### **Indicators Gr. 3-5**

- 3-5I 1a. Cooperates with all class members by taking turns and sharing equipment
- 3-5I 1b. Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
- 3-5I 1c. Assesses and takes responsibility for his or her own behavior problems without blaming others
- 3-5I 2a. Takes seriously the role of teaching an activity or skill to his or her team
- 3-5I 2b. Works productively with a partner to improve performance of a dance sequence by following a detailed diagram of the process
- 3-5I 4a. Recognizes and appreciates similar and different activity choices of peers
- 3-5I 4b. Regularly encourages others and refrains from put-down statements

## **Grade: Three - Five**

### **Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction**

#### **Benchmarks Gr. 3-5**

- 3-5B 1. Students will realize enjoyment is directly related to competence in a particular activity
- 3-5B 2. Students will be challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills
- 3-5B 3. Students will acknowledge success and improvement are attributed to effort and practice
- 3-5B 4. Students will 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

#### **Indicators Gr. 3-5**

- 3-5I 1a. Identifies positive feelings associated with participation in physical activities
- 3-5I 1b. Explains that skill competency leads to enjoyment of movement and physical activity
- 3-5I 2a. Chooses to participate in group physical activities
- 3-5I 3a. Selects and practices a skill on which improvement is needed
- 3-5I 4a. Interacts with others by helping with their physical activity challenges

## **Grade: Six - Eight**

### **Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

#### **Benchmarks Gr. 6-8**

- 6-8B 1. Students will be able to participate with skill in a variety of modified sport, dance and outdoor activities.
- 6-8B 2. Students will achieve mature forms in the basic skills of sports and dance.
- 6-8B 3. Students will use the skills successfully in modified games or activities of increasing complexity.
- 6-8B 4. Students will demonstrate use of tactics within sport activities.

#### **Indicators Gr. 6-8**

- 6-8I 1a Serves a volleyball (underhand Grade 6) and (underhand or overhand serve (Grades 7-8) using mature form (e.g., stands with feet apart, watches ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball and follows through)
- 6-8I 1b Dribbles a basketball under control and is able to prevent an opponent from stealing the ball.
- 6-8I 1c Demonstrates at least “beginner level” ability while using Dance-Dance Revolution
- 6-8I 2a Demonstrates the “ready position” in sports and games.
- 6-8I 2b Performs a variety of contemporary dances.
- 6-8I 3a Demonstrates skilled movements in modified games and drills with a partner, small teams (i.e. 3-on-3), or large team games or activities.
- 6-8I 4a Uses offensive and defensive moves in order to score a goal or prevent a goal from scoring.

## **Grade: Six - Eight**

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

### **Benchmarks Gr. 6-8**

- 6-8B 1. Students will be able to identify principles of practice and conditioning that enhance movement performance.
- 6-8B 2. The students will have higher levels of understanding and application of movement concepts/principles and game strategies.
- 6-8B 3. Students know when, why, and how to use strategies and tactics within game play.
- 6-8B 4. Students use information from a variety of sources both internal and external, to guide and improve performance.

### **Indicators Gr. 6-8**

- 6-8I 1. Students will be able to identify principles of practice and conditioning that enhance movement performance.
- 6-8I 2. The students will have higher levels of understanding and application of movement concepts/principles and game strategies.
- 6-8I 3. Students know when, why, and how to use strategies and tactics within game play.
- 6-8I 4. Students use information from a variety of sources both internal and external, to guide and improve performance.

## **Grade: Six - Eight**

### **Standard 3: Participates regularly in physical activity.**

#### **Benchmarks Gr. 6-8**

- 6-8B 1. Students will be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests.
- 6-8B 2. Students will be aware of their physical fitness test results (Fall and Spring) and strive to maintain or improve their level of fitness.
- 6-9B 3. Students will be able to select and utilize practice procedures and training principles appropriate for the activity goals they set.
- 6-8B 4. Students will have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests.
- 6-8B 5. Students will participate regularly in a moderate to vigorous physical activities in both school and nonschool settings.

#### **Indicators Gr. 6-8**

- 6-8I 1a. Sets realistic physical activity goals and strives to attain them through participation in activities of his or her choosing
- 6-8I 2a. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week
- 6-8I 3a. Maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals
- 6-8I 5a. Participates in health-enhancing physical activities both during and outside of school
- 6-8I 5b. Accumulates a specified number of steps using a pedometer during physical education class or outside of class

## **Grade: Six - Eight**

### **Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

#### **Benchmarks Gr. 6-8**

- 6-8B 1. Students will participate in moderate to vigorous activities on a regular basis without undue fatigue.
- 6-8B 2. Students will participate in physical activities that address each component of health-related fitness, including cardio respiratory endurance, muscular strength and flexibility.
- 6-8B 3. Students know the components of fitness and how these relate to their overall fitness status.
- 6-8B 4. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity.
- 6-8B 5. The students will be able to assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with help from the teacher.

#### **Indicators Gr. 6-8**

- 6-8I 1a. Participates in physical education class every other school day.
- 6-8I 1b. Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness
- 6-8I 2a. Participates in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio respiratory endurance, and body composition both during and outside of school
- 6-8I 3a. Demonstrates an understanding of the F.I.T.T. concept. (Frequency, Intensity, Time, Type)
- 6-8I 5a. Develops, with teacher assistance, a plan for improving their fitness scores based upon the results of the President's Physical Fitness tests.

## **Grade: Six - Eight**

### **Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

#### **Benchmarks Gr. 6-8**

- 6-8B 1. Students will be able to understand the concept of physical activity as a microcosm of modern culture and society.
- 6-8B 2. Students will 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.
- 6-8B 3. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflect upon their role in physical activity settings and the benefits of physical activity.
- 6-8B 4. Students will have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities.
- 6-8B 5. Students will make appropriate decisions to resolve conflicts arising from the powerful influence of peers.

#### **Indicators Gr. 6-8**

- 6-8I 1a. Recognizes the role of games, sports, and dance in getting to know and understand others of like and different backgrounds
- 6-8I 1b. Remains on-task in a group activity without close teacher monitoring
- 6-8I 2a. Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, ethnicity, and ability in a physical activity setting
- 6-8I 2b. Seeks out, participates with, and shows respect for a peer of lesser skill ability.
- 6-8I 3a. Makes decisions for modifying games and activities to allow all members to participate
- 6-8I 4a. Considers the consequences of various choices when confronted with negative peer pressure
- 6-8I 4b. Uses time wisely when given opportunity to work independently
- 6-8I 5a. Plays within the rules of the game or activity
- 6-8I 5b. Shows self-control by accepting a controversial decision of an official
- 6-8I 5c. Resolves interpersonal conflicts with a sensitivity to the rights and feelings of others

## **Grade: Six - Eight**

### **Standard 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

#### **Benchmarks Gr. 6-8**

- 6-8B 1. Students seek physical activity experiences for group membership and positive social interaction.
- 6-8B 2. Students recognize and appreciate skilled performance.
- 6-8B 3. Students enjoy the opportunity to compete with their peers and gain respect and recognition from their peers.
- 6-8B 4. Students will enjoy an increase in self-confidence and self-esteem as they start to take steps toward independence.
- 6-8B 5. Students will experience a greater awareness of their feelings regarding movement and sport activities.

#### **Indicators Gr. 6-8**

- 6-8I 1a. Recognizes physical activity as a positive opportunity for social and group interaction
- 6-8I 2a. Enjoys becoming more skilled through effort and practice
- 6-8I 3a. Describes ways to use the body and movement to communicate ideas and feelings
- 6-8I 3b. Appreciates the aesthetic and creative aspects of skilled performance in others and self
- 6-8I 4a. Seeks personally challenging experiences in physical activity opportunities
- 6-8I 5a. Analyzes selected physical experiences for social, emotional, and health benefits



## **Grade: Nine**

### **Standard 1: Demonstrates competencies in many movement forms and proficiency in a few movement forms.**

#### **Benchmarks Gr. 9**

- 9B 1.1 Possess motor skills and movement patterns allowing them to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable.
- 9B 1.2 Students demonstrate the ability to perform basic and advanced skills and tactics to participate in at least one activity from each of three of the following categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self defense, dance, and gymnastics.
- 9B 1.3 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).

#### **Indicators Gr. 9**

- 9I 1.1 Demonstrate the ability to use and appreciate activity-specific skills.  
Example: Play games such as racquet, field, and court sports that develop improved eye-hand/foot coordination and higher levels of strategy.
- 9I 1.2 Exhibit the ability to synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.  
Example: Choreograph and/or perform movement or rhythmic sequences and/or dances/gymnastics/tumbling.
- 9I 1.3 Develop outdoor and lifelong leisure pursuits.  
Example: readily participates in several of the following activities: archery, golf, table tennis, volleyball, horseshoes, self-defense, bowling, swimming, cycling, and fitness activities.
- 9I 1.4 Develop specific skills at an advanced or skilled performance level in several activities.

## **Grade: Nine**

### **Standard 2: Applies movement concepts and principles to the learning and development of motor skills.**

#### **Benchmarks Gr. 9**

- 9B 2.1 Students demonstrate knowledge and understanding necessary to develop scientifically based personal activity plans that include selected sport and activities.
- 9B 2.2 Use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills.
- 9B 2.3 Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn, self-assess, and improve movement skills independently.
- 9B 2.4 Recognize elite-level performance.

#### **Indicators Gr. 9**

- 9I 2.1 Identify and apply characteristics and discipline of highly skilled performance to enable the development of movement competency.
- 9I 2.2 Devise and/or perform a gymnastic/tumbling or dance routine.
- 9I 2.3 Describes the significance of some basic physiological principles to the development of a personal fitness program.  
Example: Explains the purpose of proper warm-up activities, training zone, and cool down.
- 9I 2.4 Synthesize previously learned strategies into advanced game strategies. Example: Play team sports such as volleyball, basketball, soccer, softball, ultimate Frisbee, football, etc.

## **Grade: Nine**

### **Standard 3: Exhibits a physically active lifestyle.**

#### **Benchmarks Gr. 9**

- 9B 3.1 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.
- 9B 3.2 Willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals.
- 9B 3.3 Make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on needs, personal interests, capabilities, and resources.
- 9B 3.4 Possess adequate movement capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation.
- 9B 3.5 Independently apply appropriate training principles to their own physical activity and can utilize pertinent scientific principles to enhance their participation in a specific activity or sport.
- 9B 3.6 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.

#### **Indicators Gr. 9**

- 9I 3.1 Identify available community resources that promote an active lifestyle.  
Example: Develop strategies to deal with participation that occur over the life span.
- 9I 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, jumping rope, martial arts, and aerobic dance as physical activities that enhance cardiovascular fitness.

9I 3.3 Participate regularly in physical activities (minimum of 30 minutes a day, 3 to 5 times per week) that contribute to improved physical fitness and wellness.

Example: Walk/jog/run 2 miles every other day at an appropriate target heart rate.

9I 3.4 Analyzes and compares health and fitness benefits derived from various physical activities.

## **Grade: Nine**

### **Standard 4: Achieves and maintains a health enhancing level of physical fitness.**

#### **Benchmarks Gr. 9**

- 9B 4.1 Assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors.
- 9B 4.2 Demonstrate responsibility for their own health-related fitness status by participating in appropriate physical activities on a regular basis.
- 9B 4.3 Engage in activities in a variety of settings (e.g., school, home, workplace, community) for purpose of achieving and maintaining health-related fitness.
- 9B 4.4 Assessing their personal fitness status, 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.

#### **Indicators Gr. 9**

- 9I 4.1 Create a personal program and reasonable goals to achieve and maintain an optimal level of personal fitness.  
Example: Plan and implement a personal health-related fitness program based upon the results of a pretest, frequent self-assessment, indicators of success and personal goals.
- 9I 4.2 Meet and/or make judicious progress toward the above goals.
- 9I 4.3 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, blood pressure and recovery time.
- 9I 4.4 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.
- 9I 4.5 Describe and demonstrate the difference between aerobic and anaerobic training.
- 9I 4.6 Describe how the body seeks homeostasis in food eaten and calories burned that determine body composition.

## **Grade: Nine**

### **Standard 5: Demonstrates responsible personal and social behavior in physical activity.**

#### **Benchmarks Gr. 9**

- 9B 5.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting.
- 9B 5.2 Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.
- 9B 5.3 Able to respond to potentially explosive interactions with others by mediating and settling conflicts.
- 9B 5.4 Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society.
- 9B 5.5 Make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture.
- 9B 5.6 Develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

#### **Indicators Gr. 9**

- 9I 5.1 Demonstrate safe and appropriate use and care of equipment and facilities.  
Example: Anticipate potentially dangerous situations related to physical activity.
- 9I 5.2 Understand benefits of physical education on mental, social, and emotional well-being.  
Example: Participate in physical activities to relax, relieve stress, and share healthy movement activities with friends.
- 9I 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 activities.
- 9I 5.4 Participates to avoid injury to themselves and other participants.
- 9I 5.5 Demonstrates cooperation and restraint in dealing with potential conflicts.  
Example: Walks away from verbal confrontation.

## **Grade: Nine**

### **Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.**

#### **Benchmarks Gr. 9**

- 9B 6.1 Comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving.
- 9B 6.2 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.
- 9B 6.3 Enjoy regular participation in selected activities, either alone or with friends.
- 9B 6.4 Explain why participation in these activities is enjoyable and desirable.

#### **Indicators Gr. 9**

- 9I 6.1 Identify how age, gender, ethnicity, culture, and economic status affects physical activity selection, participation, and personal abilities.
- 9I 6.2 Discuss the historical roles of games, sports, and dance in the cultural life and population.
- 9I 6.3 Develop strategies for inclusion of others in physical activity. Discuss how activities and games can be modified to meet the needs of everyone
- 9I 6.4 Identify positive aspects of participation in several different physical activities.
- 9I 6.5 Demonstrate successive steps in lead-up activities that allow them to succeed, yet learn from challenging experiences.
- 9I 6.6 Identify the positive feelings that result from physical activity and participation alone and with others.  
Example: Realize the benefits of physical activity as it relates to mental development, brain stimulation, and positive outlook.

## **Grade: Ten**

**Standard 1: Demonstrates competencies in many movement forms and proficiency in a few movement forms.**

### **Benchmarks Gr. 10**

- 10B 1.1a Demonstrate a variety of proficient basic skills necessary to execute participation in the selected sport.
- 10B 1.1b Execute proficiency to minimal standards before scrimmage competition is allowed.
- 10B 1.2 Executive skills should proceed in a natural sequence from simple to complex.
- 10B 1.3 Demonstrates beginning experience in a few “untraditional” sport activities.
- 10B 1.4 Utilize heart-rate monitors/pedometers to measure cardio respiratory-fitness levels.

### **Indicators Gr. 10**

- 10I 1.1a Demonstrates lead-up activities that incorporate skills, but do not require full competition.
- 10I 1.1b Participates actively in drills that isolate and combine complex skills.
- 10I 1.2 Set up applications that stimulate “real world” situations. Example: Develops fitness program that family can follow as a life-long health improvement activity.
- 10I 1.3 Evaluate and compare fitness level to national and recommended standards utilizing data gathered by heart-rate monitors and pedometers



## **Grade: Ten**

**Standard 2: Applies movement concepts and principles to the learning and development motor skills.**

### **Benchmarks Gr. 10**

- 10B 2.1 Identify and apply critical physical elements that enable the development of skill proficiency.
- 10B 2.2 Use internal and external information to modify movement during performance.

### **Indicators Gr. 10**

- 10I 2.1 Demonstrate progress in “new” to them skills from start to finish.  
Example: Begin with hitting training golf balls to hitting real golf balls using swing skills taught.
- 10I 2.2 Use “the feel” (kinesthetic awareness) and visual results of the shot to make the adjustment.
- 10I 2.3 Listen to the instructor and/or others for feedback to assist modifying their action/position.

## **Grade: Ten**

### **Standard 3: Exhibits a physically active lifestyle.**

#### **Benchmarks Gr. 10**

- 10B 3.1 Demonstrates appropriate choices in spending their “optional or leisure” time in physically-active lifestyle.
- 10B 3.2 Schedules their day to assure time available everyday to develop and maintain their personal fitness.
- 10B 3.3 Make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on needs, personal interests, capabilities, and resources.
- 10B 3.4 Possess adequate movement capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation.
- 10B 3.5 Independently apply appropriate training principles to their own physical activity and can utilize pertinent scientific principles to enhance their participation in a specific activity or sport.
- 10B 3.6 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.

#### **Indicators Gr. 10**

- 10I 3.1 Identifies the effect of age, gender, race, ethnicity, socioeconomic status and culture upon physical activity preferences and participation.
- 10I 3.2 Feels empowered to maintain and improve physical fitness, motor skills and knowledge about physical activity.

## **Grade: Ten**

**Standard 4: Achieves and maintains a health enhancing level of physical fitness.**

### **Benchmarks Gr. 10**

- 10B 4.1 Participates regularly in health-enhancing fitness activities independent of physical education.
- 10B 4.2 Designs, implements a personal fitness program and adjusts it as necessary.
- 10B 4.3 Assessing their personal fitness status, 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.
- 10B 4.4 Students are able to identify appropriate levels of fitness utilizing heart-rate monitors and target heart-rate charts.

### **Indicators Gr. 10**

- 10I 4.1 Maintains appropriate levels of nutrition, cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle.
- 10I 4.2 Uses results of health-enhancing fitness assessments to guide changes in his/her personal fitness program (pulse, blood pressure, body composition, etc.).
- 10I 4.3 Describe and demonstrate the difference between gaining and losing weight.
- 10I 4.4 Describe how the body seeks homeostasis in food eaten and calories burned that determine body composition.

## **Grade: Ten**

### **Standard 5: Demonstrates responsible personal and social behavior in physical activity.**

#### **Benchmarks Gr. 10**

- 10B 5.1 Initiates independent and responsible personal behavior in physical activity settings.
- 10B 5.2 Accepts the responsibility for taking a leadership role and willingly follows as appropriate to accomplish the group goal.
- 10B 5.3 Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.
- 10B 5.4 Able to respond to potentially explosive interactions with others by mediating and settling conflicts.
- 10B 5.5 Make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture.

#### **Indicators Gr. 10**

- 10I 5.1 Sets personal goals for activity and works toward their achievement.
- 10I 5.2a Takes personal responsibility for themselves and encourages others to follow proper etiquette in physical activity settings.
- 10I 5.2b Responds to inflammatory situations with maturity and personal control.
- 10I 5.2c Diffuses potential conflicts by communicating with other participants.
- 10I 5.2d Cheers outstanding performances of opponents.
- 10I 5.3a Creates a safe environment for their own physical activity practices.

## **Grade: Ten**

**Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.**

### **Benchmarks Gr. 10**

- 10B 6.1 Enjoys learning new activities.
- 10B 6.2 Enjoys participating regularly in physical activities.
- 10B 6.3 Recognizes that physical activity can provide opportunities for positive social interaction.
- 10B 6.4 Recognizes that positive feelings can be derived from physical activity alone and in groups.
- 10B 6.5 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.

### **Indicators Gr. 10**

- 10I 6.1 Identifies the influence of participation in physical activity on fostering appreciation of cultural, ethnic, gender, and physical diversity.
- 10I 6.1b Displays a willingness to experiment with sport and activities of other cultures.
- 10I 6.2 Derives genuine pleasure from participating in physical activities.
- 10I 6.3 Enters competitions and cooperative activities voluntarily.
- 10I 6.4 Develops positive appreciation for the activities presented in class.

**Standard 1: Demonstrates knowledge and competency in identifying and careening significant anatomical structures.****Benchmarks Gr. 10 – 11**

10-11B	1.1	Demonstrate a variety of proficient basic skills necessary to provide first aid.
10-11B	1.2	Execute proficiency in evaluating injured structures to minimal standards before actual application is allowed.
10-11B	1.3	Executive skills should proceed in a natural sequence from simple to complex.
10-11B	1.4	Demonstrates competency in Basic First Aid Skills.

**Indicators Gr. 10 – 11**

10-11I	1.1a	Demonstrates lead up activities that incorporate skills but do not require injury evaluation. (1) Develops a good working knowledge of normal anatomical structures. (2) Becomes aware of signs and symptoms of variance from the norm of anatomic landmarks. (3) Appreciates the difference between basic first aid and athletic training.
10-11I	1.2a	Participates actively in sessions that isolate and combine injury mechanism and probable involved structures.
10-11I	1.2b	Teaches several of the first aid techniques to a member of the class from start to finish (1) Provides “corrective” mechanical suggestions appropriate to the procedure Provides appropriate “constructive” encouragement to the student
10-11I	1.3	Set up application that simulate “real world” situations according to the American Red Cross, etc. Example 1: Correctly follows the U ABCD’s of Emergency Care of a Unconscious person Example 2: Demonstrates composure and logic in calling “911” in a simulated emergency situation. Example 3: Understands the basic triage protocols.
10-11I	1.4	Example 1: Achieves Certification in the Red Cross Basic First Aid/Rescuer Program or its

equivalent.

Example 2: Achieves Certification in the Red Cross ACR/AED Basic Rescuer Step or its equivalent

Example 3: Develops confidence in oneself to appropriately handle simple emergencies to the best of their ability.

Example 4: Has the skills for achieving success in further advanced emergency/medical training.

**Grade: Ten/Eleven****Introduction to Athletic Training (Health Credit)****Standard 2: Applies essential concepts and principles to the development of comprehensive injury/illness prevention program****Benchmarks Gr. 10 – 12**

- |        |     |   |
|--------|-----|---|
| 10-11B | 2.1 | Identify and apply critical physical and emotional elements that put athletes at significant risk for injury or illness |
| 10-11B | 2.2 | Understand and independently apply scientific and subjective information to their own fitness plan                      |
| 10-11B | 2.3 | Recognize the role of the allied health professionals in designing a comprehensive medical plan                         |

**Indicators Gr. 10 – 11**

- |        |       |  |
|--------|-------|--|
| 10-11I | 2.1a  | Demonstrate basic knowledge of the health screening exam to identify “high-risk” individuals<br>(1) Identify cardiac “lub-dub” sounds<br>(2) Identify the normal breathe sounds<br>(3) Identify the medical history as the single most important aspect of the comprehensive<br>(4) Identify the “disqualifying” flags for non-limited athletic participation.<br>(5) Analyze the neurological system for roots and innervations and its significance to the brain |
|        | 2.1b  | Demonstrate the correct steps in assessing ones blood pressure/pulse   |
|        | 2.1c  | Know and demonstrate the use of standard terminology of athletic training/medical field and the communication necessary in emergency situations  |
| 10-11I | 2.2 a | Understand and independently apply scientific and subjective information to their own fitness plan   |
|        | 2.2b  | Identify environmental risk factors that could predispose the athlete to injury<br>(1) Hot-cold environmental concerns<br>(2) Surface and court integrity<br>(3) Equipment concerns  |



- 10-11I
- 2.2c Others, etc.
  - 2.2d Record their weekly physical activity and evaluate it appropriately for their present and future lifestyle.
  - 2.3a Investigate allied health professional career choices:
    - (1) What health careers are available?
    - (2) What are the general/specific qualities possessed by the typical professional in that field?
    - (3) What are my own personal qualities and where do my interests lie?
  - 2.3b Field experience or career shadowing options.

**Grade: Ten/Eleven**

**Introduction to Athletic Training (Health Credit)**

**Standard 3: Exhibits a knowledge how the body's anatomical structures and the body's systems function to create one's physiology**

**Benchmarks Gr. 10 – 11**

- |        |     |  |
|--------|-----|--|
| 10-11B | 3.1 | Identifies anatomical structure connect with one chemical balance. |
| 10-11B | 3.2 | Understands the trauma-healing response in the body.               |

**Indicators Gr. 10-11**

- |        |      |  |
|--------|------|--|
| 10-11I | 3.1a | Connects the body part with its inherent role in the individual's physiology.  |
| 10-11I | 3.1b | Identifies the significance if one system over-runs or lags in its role, i.e. diabetes, cholesterol, etc.  |
| 10-11I | 3.1c | Creates a practical "holistic" approach to assist the MD's plan in creating positive change.   |
| 10-11I | 3.1d | Identifies the possible effect of age, gender, race, ethnicity, socioeconomic status and culture upon Physiology.                                  |
| 10-11I | 3.2a | Identifies the typical response of the body from trauma:<br>(1) Bruising<br>(2) Sprain-strains<br>(3) Concussion<br>(4) Bony response and healing. |
| 10-11I | 3.2b | Identifies ice as the primary modality to assist the body in healing.  |
| 10-11I | 3.2c | May have a chance to visit other facilities to become aware of various treatment modalities.   |

**Standard 4: Demonstrates responsible personal and social behavior in dealing with the injured athlete**

**Benchmarks Gr. 10-11**

- |        |     |  |
|--------|-----|--|
| 10-11B | 4.1 | Initiates independent and responsible personal behavior in caring for the sick or injured.                                 |
| 10-11B | 4.2 | Accepts the responsibility for taking a leadership role and willingly follows as appropriate to accomplish the group goal. |
| 10-11B | 4.3 | Anticipates potential dangerous consequences and outcomes of participation and non-participation in physical activity.     |
| 10-11B | 4.4 | Understands and can demonstrate various participation-limiting concern and injuries and the appropriate course of action.  |

**Indicators Gr. 10-11**

- |        |      |  |
|--------|------|--|
| 10-11I | 4.1a | Recognize that our actions often speak louder than our words.  |
|        | 4.1b | Recognize that a free society is based on responsibility for oneself and others...Golden Rule  |
|        | 4.1c | Reflects empathy for the sick and/or injured.  |
|        | 4.1d | Understands the legal, moral and ethical parameters associated with the care of the injured.   |
| 10-11I | 4.2a | Takes personal responsibility for themselves and encourages others to follow proper etiquette in emergency situations.   |
|        | 4.2b | Responds to inflammatory situations with maturity and personal control.  |
|        | 4.2c | Diffuses potential conflicts by communicating with other participants.   |
|        | 4.2d | Cheers outstanding performances of opponents as well as the favored team.  |
| 10-11I | 4.3  | Creates a safe environment for their own physical activity practices.<br>(Water and heat-related issues... cardiac/respiratory concerns and appropriate courses of actions... structure and field concerns). |

10-11I 4.4 Understands the nature of injuries and common preventions and treatments (Ankle, knee, back, shoulder sprains...muscle strains...possible fracture signs).

**Standard 5: Demonstrates responsible protocols in evaluating, treatments, rehabilitation, return to play decisions and referral in dealing with the injured athlete.**

**Benchmarks Gr. 10-11**

- 10-11B 5.1 Students will identify appropriate anatomical structures and the appropriate tests within a 90% range.
- 10-11B 5.2 Students will identify the most appropriate and conservative treatments and referral for the following injuries.
- 10-11B 5.3 Students will identify and teach the most appropriate REHABILITATION techniques for basic.
- 10-11B 5.4 Students will identify the RETURN TO PLAY criteria for basic injuries.

**Indicators Gr. 10-11**

- 10-11I 5.1. Using a HOPS or SOAP format, the student will evaluate the:
  - a. ankle
  - b. knee
  - c. finger
  - d. shoulder
  - e. neck
  - f. head.
- 10-11I 5.2a The student will design a treatment program for these mild injuries:
  - a. ankle
  - b. knee
  - c. finger
  - d. shoulder
  - e. head.
- 10-11I 5.2b The student will correctly identify the “red light” concern for immobilization and referral for the previous Injuries.
- 10-11I 5.3 After receiving clearance for a certified health professional, the student will implement an appropriate

10-11I 5.4 rehabilitation program for the ankle, knee, and shoulder.  
After receiving clearance from a certified health professional, the student will identify the most important criteria for returning to activity.

## Grade: Eleven - Twelve

## Sport Fitness/ Physical Education Electives

**Standard 1: Demonstrates competencies in many movement forms and proficiency in a few movement forms.**

### Benchmarks Gr. 11- 12

- 11-12 B 1.1 Demonstrate a variety of proficient basic skills necessary to execute participation in the selected sport/lift.
- 11-12 B 1.2 Execute proficiency to minimal standards before scrimmage competition is allowed.
- 11-12 B 1.3 Executive skills should proceed in a natural sequence from simple to complex.
- 11-12 B 1.4 Demonstrates beginning experience in a few “untraditional” sport activities.
- 11-12 B 1.5 Utilize heart-rate monitors/pedometers to measure cardio respiratory-fitness levels.

### Indicators Gr. 11-12

- 11-12I 1.1 Demonstrates lead up activities that incorporate skills but do not require full competition in the Core Lifts.
- 11-12I 1.2 Participates actively in drills that isolate and combine complex skills.
- 11-12I 1.3 Set up application that simulate “real world” situations.  
Example 1: Participates in a tennis match using all of the basic skills, rules and strategies with some consistency.  
Example 2: Demonstrates basic athletic stance before progressing in the parallel squat and power clean.
- 11-12I 1.4 Example 1: Can hit the target with an arrow 8 out of 10 times from 40 feet.  
Example 2: Becomes proficient in at least one of the of the Olympic Lifts.  
Example 3: Vigorously participates in fitness-oriented team games.

## Grade: Eleven - Twelve

## Sport Fitness/ Physical Education Electives

**Standard 2: Applies movement concepts and principles to the learning and development of motor skills.**

### Benchmarks Gr. 11 - 12

- 11-12 B 2.1 Identify and apply critical physical elements that enable the development of skill proficiency.
- 11-12 B 2.2 Possess adequate movement capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation.
- 11-12 B 2.3 Understand and independently apply mechanical information to adjusting their own performance.
- 11-12 B 2.4 Use internal and external information to modify movement during performance.

### Indicators Gr. 11-12

- 11-12I 2. 1a Demonstrate progress in “new” to them skills from start to finish.  
Ex. Beginning juggling with tennis balls from toss and catch with alternating hands towards the entire 3 juggling performance.
- 11-12I 2.1b Students will analyze the strength and conditioning demands of their current sports and activities.
- 11-12I 2.1c Students will recognize that their efforts to improve in the above components will result in measurable gains.
- 11-12I 2.3 Demonstrate a “corrective action” from a miss during a practice or competitive situation.  
Example 1: Readjusting the racquet face or club to more properly align the flight of the object...tennis ball, birdie, golf ball.  
Example 2: Readjusts weight, technique or body position immediately when working out in Core and Secondary Lifts.
- 11-12I 2.4 Use “the feel” (kinesthetic awareness) and visual results to make the adjustment.



## **Grade: Eleven - Twelve**

## **Sport Fitness/ Physical Education Electives**

### **Standard 3: Exhibits a physically active lifestyle.**

#### **Benchmarks Gr. 11 - 12**

- 11-12 B 3.1 Demonstrates appropriate choices in spending their “optional or leisure” time in physically-active lifestyle.
- 11-12 B 3.2 Schedules their day to assure time available everyday to develop and maintain their personal fitness.
- 11-12 B 3.3 Make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on needs, personal interests, capabilities, and resources.
- 11-12 B 3.4 Independently apply appropriate training principles to their own physical activity and can utilize pertinent scientific principles to enhance their participation in a specific activity or sport.

#### **Indicators Gr. 11-12**

- 11-12I 3.1a Record their weekly physical activity and evaluate it appropriately for their present and future lifestyle.
- 11-12I 3.1b Will learn and demonstrate compliance with all weight room rules and spotting techniques.
- 11-12I 3.1c Will identify the seven variables necessary in a comprehensive strength and conditioning program.
- 11-12I 3.2a Identifies the effect of age, gender, race, ethnicity, socioeconomic status and culture upon physical activity preferences and participation.
- 11-12I 3.2b Feels empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity.
- 11-12I 3.2c Will design and follow a workout that utilizes the principles of progressive overload and specificity.

## **Grade: Eleven - Twelve**

## **Sport Fitness/ Physical Education Electives**

**Standard 4: Achieves and maintains a health enhancing level of physical fitness.**

### **Benchmarks Gr. 11 - 12**

- 11-12 B 4.1 Participates regularly in health-enhancing fitness activities independent of physical education.
- 11-12 B 4.2 Designs, implements a personal fitness program and adjusts it as necessary, utilizing data from heart-rate monitors and pedometers.
- 11-12 B 4.3 Assessing their personal fitness status, 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.

### **Indicators Gr. 11-12**

- 11-12I 4.1a Maintains appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle.
- 11-12I 4.1b Will be able to identify exercises that isolate the twelve different areas of the body.
- 11-12I 4.2 Uses results of fitness assessments to guide changes in his or her personal fitness program.

## **Grade: Eleven - Twelve**

## **Sport Fitness/ Physical Education Electives**

### **Standard 5: Demonstrates responsible personal and social behavior in physical activity.**

#### **Benchmarks Gr. 11 - 12**

- 11-12 B 5.1 Initiates independent and responsible personal behavior in physical activity settings.
- 11-12 B 5.2 Accepts the responsibility for taking a leadership role and willingly follows as appropriate to accomplish the group goal.
- 11-12 B 5.3 Anticipates potential dangerous consequences and outcomes of participation and non-participation in physical activity.

#### **Indicators Gr. 11-12**

- 11-12I 5.1a Sets personal goals for activity and works towards their achievement.
- 11-12I 5.1b Will recognize that drug use; such as alcohol, tobacco, cocaine, steroids, etc.
- 11-12I 5.2a Takes personal responsibility for themselves and encourages others to follow proper etiquette in physical activity settings.
- 11-12I 5.2b Responds to inflammatory situations with maturity and personal control.
- 11-12I 5.2c Diffuses potential conflicts by communicating with other participants.
- 11-12I 5.2d Cheers outstanding performances of opponents as well as the favored team.
- 11-12I 5.3 Creates a safe environment for their own physical activity practices.

## **Grade: Eleven - Twelve**

## **Sport Fitness/ Physical Education Electives**

**Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.**

### **Benchmarks Gr.11 - 12**

- 11-12 B 6.1 Enjoys learning new activities.
- 11-12 B 6.2 Enjoys participating regularly in physical activities.
- 11-12 B 6.3 Recognizes that physical activity can provide opportunities for positive social interaction.
- 11-12 B 6.4 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.

### **Indicators Gr. 11-12**

- 11-12I 6.1 Willingly attempts new activities.
- 11-12I 6.2 Derives genuine pleasure from participating in physical activities.
- 11-12I 6.3 Derives genuine pleasure from participating in physical activities.

## Grade: Eleven-Twelve

## Applied Wellness (Health Credit)

**Standard 1: Demonstrates competencies in many movement forms and proficiency in a few movement forms.**

### Benchmarks Gr. 11-12

- 11-12B 1.1 a Demonstrate a variety of proficient basic skills necessary to execute participation in the selected sport/lift.
- 11-12B 1.2b Execute proficiency to minimal standards before scrimmage competition is allowed.
- 11-12B 1.2 *Executive skills should proceed in a natural sequence from simple to complex.*
- 11-12B 1.3 Demonstrates beginning experience in a few “untraditional” sport activities.

### Indicators Gr. 11-12

- 11-12I 1.1a Demonstrates lead up activities that incorporate skills but do not require full competition in the Core Lifts.
- 11-12I 1.1b. Participates actively in drills that isolate and combine complex skills.
- 11-12I 1.1c Teaches several of the core lifts to a member of the class from start to finish:
  - (1) Provides “corrective” mechanical suggestions appropriate to the lift.
  - (2) Provides appropriate “constructive” encouragement to the student.
- 11-12I 1.2.a Set up application that simulate “real world” situations.
  - Example 1: Participates in a game or match using all of the basic skills, rules and strategies with some consistency.
  - Example 2: Demonstrates basic athletic stance before progressing in the parallel squat and power clean.
  - Example 3: Adjusts ones workout to appropriate intensity based on practical and scientific principles.
- 11-12I 1.2b Analyzes the strength and conditioning demands of their current sport and activities.
- 11-12I 1.2c Will recognize that their efforts to improve the above components will result in measurable gains.
- 11-12I 1.3
  - Example 1 : Can pass the Red Cross Intermediate Swimming Program.
  - Example 2: Can hit the target with an arrow 8 out of 10 times from 40 feet.
  - Example 3: Appreciates the skills necessary to navigates a kayak skillfully and safely through whitewater.

Example 4: Appreciates the skills and discipline necessary for a black belt in karate.

## Grade: Eleven-Twelve

## Applied Wellness (Health Credit)

### Standard 2: Applies movement concepts and principles to the learning and development of motor skills

#### Benchmarks Gr. 11-12

- 11-12B 2.1 Identify and apply critical physical elements that enable the development of skill proficiency.
- 11-12B 2.2 Understand and independently apply mechanical information to adjust their own performance
- 11-12B 2.3 Use internal and external information to modify movement during performance.

#### Indicators Gr. 11-12

- 11-12I 2. 1a Will learn and demonstrate compliance with all weight room rules and spotting techniques.
- 11-12I 2. 1b. Will identify the seven variables necessary in a comprehensive strength and conditioning program.
- 11-12I 2. 1c Will design and follow a workout that utilizes the principles of progressive overload and specificity.
- 11-12I 2. 1d Demonstrate progress in “new” to them skills from start to finish.  
Example. Beginning juggling with tennis balls from toss and catch with alternating hands towards the entire 3 juggling performance.
- 11-12I 2.2a Demonstrate a “corrective action” from a miss during a practice or competitive situation.  
Example 1: Readjusting the racquet face or club to more properly align the flight of the object...tennis ball, birdie, golf ball.  
Example 2: Readjusts weight, technique or body position immediately when working out in Core and Secondary Lifts.
- 11-12I 2.2b Will correctly identify exercises that isolate the twelve different areas of the body.
- 11-12I 2.3a Use “the feel” (kinesthetic awareness) and visual results to make the adjustment.
- 11-12I 2.3b Uses others suggestions to improve.

**Grade: Eleven-Twelve**

**Applied Wellness (Health Credit)**

**Standard 3: Exhibits a physically active lifestyle**

**Benchmarks Gr. 11-12**

- 11-12B 3.1 Demonstrates appropriate choices in spending their “optional or leisure” time in physically-active lifestyle.
- 11-12B 3.2 Schedules their day to assure time available everyday to develop and maintain their personal fitness.

**Indicators Gr. 11-12**

- 11-12I 1. 1a Record their weekly physical activity and evaluate it appropriately for their present and future lifestyle.
- 11-12I 2. 1b Needs to complete 30 hours of outside fitness related activity per 9-week period.
- 11-12I 3.2a Identifies the effect of age, gender, race, ethnicity, socioeconomic status and culture upon physical activity preferences and participation.
- 11-12I 3.2b Feels empowered to maintain and improve physical fitness, motor skills and knowledge about physical activity.



**Standard 4: Achieves and maintains a health enhancing level of physical fitness.**

**Benchmarks Gr. 11-12**

- |        |      |  |
|--------|------|--|
| 11-12B | 4.1. | Participates regularly in health-enhancing fitness activities independent of physical education. |
| 11-12B | 4.2  | Designs, implements a personal fitness program and adjusts it as necessary.                      |

**Indicators Gr. 11-12**

- |        |        |   |
|--------|--------|---|
| 11-12I | 4.1a   | Maintains appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle. |
| 11-12I | 4.1b . | Uses results of fitness assessments to guide changes in his or her personal fitness program.  |
| 11-12I | 4.1c   | Completes a battery of tests to determine strengths and weaknesses of the fitness levels.   |
| 11-12I | 4.2.   | Compiles a list of available health-enhancing fitness resources in the immediate area.  |

**Standard 5: Demonstrates responsible personal and social behavior in physical activity****Benchmarks Gr. 11-12**

- 11-12B 5.1 Initiates independent and responsible personal behavior in a variety of settings.
- 11-12B 5.2 Accepts the responsibility for taking a leadership role and willingly follows as appropriate to accomplish the group goal.
- 11-12B 5.3 Anticipates potential dangerous consequences and outcomes of participation and non-participation in physical activity.
- 11-12B 5.4 Understands and can demonstrate various participation-limiting concern and injuries and the appropriate course of action.

**Indicators Gr. 11-12**

- 11-12I 5.1a Analyzes ones stress levels and makes appropriate adjustments in their thoughts and actions.
- 11-12I 5.1b Demonstrates their own control of over-emotional reactions in school life.
- 11-12I 5.1c Possesses sufficient knowledge and insights to counsel a friend in dealing with personal issues.
- 11-12I 5.1d Appreciates the value of referring their own and their friends personal problems to outside agencies/professionals.
- 11-12I 5.1e Sets personal goals for activity and works towards their achievement.
- 11-12I 5.2a Takes personal responsibility for themselves and encourages others to follow proper etiquette in physical activity settings.
- 11-12I 5.2b Responds to inflammatory situations with maturity and personal control.
- 11-12I 5.2c Diffuses potential conflicts by communicating with other participants.
- 11-12I 5.2d Cheers outstanding performances of opponents as well as the favored team.
- 11-12I 5.3a Creates a safe environment for their own physical activity practices.

(Water and heat-related issues... cardiac/respiratory concerns and appropriate courses of actions... structure and field concerns).

- 11-12I 5.3b Will recognize and identify the lives and careers of athletes that have been ruined by alcohol, tobacco, cocaine, steroids, etc.
- 11-12I 5.4 Understands the nature of injuries and common preventions and treatments.  
(Ankle, knee, back, shoulder sprains...muscle strains...possible fracture signs).

**Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.**

**Benchmarks Gr. 11-12**

- 11-12B 6.1 Recognizes the influence of participation in physical activity on fostering appreciation of cultural, ethnic, gender, and physical diversity and develops a plan to include them.
- 11-12B 6.2 Enjoys learning new activities.
- 11-12B 6.3 Recognizes that physical activity can provide opportunities for positive social interaction.
- 11-12B 6.4 Develops ideas to create new games/activities.

**Indicators Gr. 11-12**

- 11-12I 6.1a Identifies different sports/activities that diversify background/knowledge of competition and competitive games.
- 11-12I 6.1b Displays a willingness to experiment with sport, traditions and activities of other cultures.
- 11-12I 6.2 Derives genuine pleasures from participating in physical activities.
- 11-12I 6.3a Enters competitions and cooperative activities voluntarily.
- 11-12I 6.3b Develops positive appreciation for the activities presented in class.
- 11-12I 6.4 Utilizes creative thinking to develop different movement games/activities based on previous learning experiences.

## Appendix

### Glossary of Terms:

**Adapted Physical Education:** developmentally appropriate activities for students with limits, who may not safely or successfully engage in unrestricted participation in various activities of the general physical education program

**Aerobic activity:** light to vigorous intensity physical activity that requires more oxygen than sedentary behavior and thus promotes cardiovascular fitness and other health benefits (e.g. jumping rope, biking, swimming, running; playing soccer, basketball or volleyball).

**Agility:** a skill-related component of physical fitness that relates to the ability to rapidly move the position of the entire body in space with speed and accuracy

**Anaerobic activity:** Intense physical activity that is short in duration and requires a break of energy sources in the absence of sufficient oxygen. Energy sources are replenished as 'an individual recovers from the activity. Anaerobic activity (e.g., sprinting during running, swimming, or biking) requires maximal performances during a brief period.

**Assessment:** process that enables teachers to evaluate a student's performance, knowledge achievement

**Athletics:** Structured participation in organized sports.

**Balance:** a skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving

**Body composition:** a health-related component of physical fitness that relates to the relative amounts of muscle, fat, bone, and other vital parts of the body

**Cardiovascular fitness:** a health-related component of physical fitness that relates to ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity

**Competence:** sufficient ability to enjoy safe participation in an activity; the ability to performance and apply skills

**Content Standard:** content standards are the categories of skill students should possess as result of instruction

**Coordination:** a skill-related component of physical fitness that relates to the ability to us senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately

**Developmentally appropriate:** takes into account those aspects of teaching and learning the change with the age, experience, and ability of the learner

**Directionality:** an awareness of space outside the body involving knowledge of directions relation to right and left, in and out, up and down

**Duration:** amount of time spent participating in a physical activity session - intensity: the rate of energy expenditure

**Exercise:** activities that are planned and structured, and that maintain or improve one or the components of physical fitness; leisure time physical activity conducted with the intention of developing physical fitness

**Fitness:** a state of well-being that allows people to perform daily activities with vigor, participate in a variety of physical activities, and reduce their risks for health problems

**Flexibility:** a health-related component of physical fitness that relates to the range of motion **available at a joint**

**Force:** the strength that moves the body; the amount of strength or tension necessary or advisable to execute a given movement

**Frequency:** the number of physical activity sessions during a specific time period (e.g. 1 hr.)

**Fundamental motor skills:** basic fundamental movement patterns usually involving the largest muscle groups that are necessary to perform a variety of physical activities; includes both locomotor skills such as walking, running, hopping, skipping, jumping, leaping and galloping, as well as manipulative skills such as throwing, passing, kicking, dribbling and catching.

**Gross-motor coordination:** performing skills involving large muscle groups

**Health-related physical fitness:** consists of those components of physical fitness that have relationship with good health: body composition, cardiovascular fitness, flexibility, muscular endurance and strength

**Intensity:** how vigorously an individual must exercise to improve in fitness

**Interpersonal communication skills:** verbal or non-verbal abilities that help to share feeling thoughts and information with another person in a positive manner

**Interpersonal social skills:** skills that enhance the ability to work and play together such a cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance.

Lead-up games: games that utilize basic skills and strategies related to specific sports and activities

**Leisure activity:** physical activity undertaken during discretionary time

**Lifestyle activity:** Physical activity typically performed on a routine basis (e.g. walking, climbing stairs, mowing or raking the yard), which is usually light to moderate in intensity.

**Locomotor skills:** skills used to move the body from one place to another including walking running, slipping, leaping, sliding, galloping, jumping and hopping.

**Manipulative skills:** skills developed when a person handles some kind of object including throwing, kicking, batting, catching, redirecting an object in flight (such as a volleyball) or continuous control of an object such as a hoop.

**Mature form:** the basic movement can be performed with ease, is smooth, efficient, repetitive and can be performed without thinking out each step of the movement; the most efficient technique for the development of force production in a skill usually associated with the highly skilled performances; using the critical elements of a skill (e.g. step with the opposite foot when throwing)

**Morbidity:** the rate of disease or proportion of diseased people **Mortality:** the rate or proportion of death from all causes

**Motor skills:** non-fitness abilities that improve with practice (learning) and relate to one's ability to perform specific sports and other motor tasks

**Movement concepts:** a generalized idea concerning human motion (e.g. the lower the center of gravity, the more stable the object; throwing a ball in front of a moving receiver)

**Movement concepts and principles:** relates to the cognitive information concerning the development of physical fitness and motor development and its application in real life such as specificity in training and other principles of conditioning, application of force, center of gravity, and stress management

**Muscular endurance:** a health-related component of physical fitness that relates to the ability to continue to perform without fatigue

**Muscular strength:** the ability of muscles to exert a force one time

**Non-locomotor skills:** skills that are performed in place without appreciable spatial move and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking.

**Perceptual motor skills:** movement involving the interrelationships between the perceptual sensory processes and motor activity including balance and directionality

**Performance Indicator:** the indices of quality that specify how competent a student must be to meet the performance standard

**Performance Standard:** performance standards are the agreed upon level of performance of students



**Physical Activity:** physical movement involving the large skeletal muscles; a wide variety activities that promote health and well-being; bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure

**Physical Fitness:** A set of physical attributes related to a person's ability to perform physical activity successfully, without undue strain and with a margin of safety.

**Power:** skill-related component of physical fitness relating to the ability of the rate at which you can perform work

**Psychomotor development:** area of learning involving the attainment of movement skills competencies needed for a lifetime of activity

**Quality physical education programs:** those that are developmentally appropriate and progressive, systematic curriculum

**Reaction time:** a skill-related component of physical fitness that relates to the time elapse between stimulation and the beginning of the reaction to it

**Recess:** a time set aside for children to engage in free, usually unstructured, play

**Rhythms:** involves motion that possesses regularity and a predictable pattern often involve music such as dance patterns and jumping rope

**Sequential:** following one movement pattern to the next in an orderly pattern

**Skill-related physical fitness:** consists of those components of physical fitness that have a relationship with enhanced performance in sports and motor skills:  
agility, balance, coordination, power, speed and reaction time

**Space awareness:** perception of where the body moves, including general and self-space, directions, pathways, levels, and extensions

**Specialized movement skill:** movement skills used specifically for structured sports and games as opposed to skills fundamental to many sports (i.e. lay up shot, volleyball spike, golf drive, tennis forehand); skills basic to a movement form (bask chest pass, soccer dribble, fielding a softball with a glove)

**Speed:** a skill-related component of physical fitness that relates to the ability to perform a movement within a short period of time

**Sport:** a general term for structured physical activities and athletics

**Strength:** a health-related component of physical fitness that relates to the ability of the m to exert force

**Stress management:** the ability to cope with stress as a normal part of life including the ability to identify situations and conditions that produce stress and adopt healthy coping behaviors

**Team sports:** includes games, sports, and leisure pursuits that require the participation of one or more groups of individuals on teams such as basketball, football, and soccer

## **PHYSICAL EDUCATION ASSESSMENT POLICY**

Physical education is an integral part of the total education of every child from kindergarten through grade 12. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical fitness development is the cornerstone of our K-12 physical education program. Therefore, achievement and improvement in physical fitness levels throughout the years is to be expected.

In the area of skill assessment, there are two ways to assess skills. One approach is quantitative assessment (the use of statistics or numbers to evaluate performance). The other approach is qualitative assessment (proper mechanics and form). Both quantitative and qualitative assessment methods are used to evaluate student performance.

A “natural ability” for physical activity is not necessary in order to be successful in physical education. However, good effort and good participation is mandatory in order to be successful.