



Physical Education Standards

October 18, 2007

*Robert Bobb, President, State Board of Education
Deborah Gist, State Superintendent of Education*

TABLE OF CONTENTS

Introduction	4
Pre-Kindergarten – Grade 8	
Strand 1: Competency in Physical Skills	6
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	
Strand 2: Movement Concepts and Principles	12
Students demonstrate knowledge of movement concepts, principles, and skills that apply to the learning and performance of a variety of physical activities.	
Strand 3: Promotion of a Physically Active Life Style	17
Students assess and maintain a level of physical fitness to improve health and performance through a physically active lifestyle.	
Strand 4: Health Enhancing Level of Fitness	23
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	
Strand 5: Safe and Responsible Personal and Social Behavior	28
Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	
High School Courses	
Strand 1: Competency in Physical Skills	32
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	
Strand 2: Health Enhancing Level of Fitness	33
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	
Strand 3: Safe and Responsible Personal and Social Behavior	34
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	

High School Electives	
Strand 1: Competency in Physical Skills	36
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	
Strand 2: Health Enhancing Level of Fitness	40
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	
Strand 3: Safe and Responsible Personal and Social Behavior	43
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	
Glossary	46
State Board of Education	50
Acknowledgements	51

Introduction

Regular physical activity is one of the most important ways that individuals maintain and improve their physical health, mental health, and overall well-being. A student who participates in regular physical education is more likely to remain motivated to stay healthy and physically active throughout his or her adult life. The physical education standards that follow specify the essential skills and knowledge that all students need in order to build and maintain a healthy life style.

These standards provide guidance for developing physical education programs by identifying what each student should know and be able to do at the end of each grade level or course in the District of Columbia. With adequate instruction and sustained effort on the part of students, all students should be able to achieve the standards.

Reflecting a strong consensus among educators, these standards establish high expectations for all students. They detail the knowledge and skills involved in promoting a physically active lifestyle. Adapted from the highly rated California content standards and informed by the Massachusetts frameworks and the National Association for Sports and Physical Education, the standards incorporate the comments and suggestions of District of Columbia teachers, administrators, the Department of Health, the District of Columbia Department of Health, and numerous community organizations.

The physical education standards outlined below will empower students to assume responsibility for their own lifetime health, wellness, and fitness.

Organization

The content standards are grouped under five strands pre-kindergarten through grade eight: Competency in Physical Skills, Movement Concepts and Principles, Promotion of a Physically Active Life Style, Health Enhancing Level of Fitness, and Safe and Responsible Personal and Social Behavior. At each grade level, pre-kindergarten through grade eight, content standards are specified for each strand.

For students in grades nine through twelve, the proficient level of achievement can be attained at the end of two years of high school study. The high school experience represents the culmination of the physical education program. From kindergarten through fifth grade, the content is organized incrementally to best facilitate student learning at progressive developmental levels. In the middle school grades, the content is consolidated and students' skills are refined, representing a natural progression of skill improvement and development in movement, motor skills, and working as a team. When students reach high school, they are then ready to use and integrate all they know with all they can do. Thus the five elementary and middle school strands have been condensed into three high school strands: Competency in Physical Skills, Health Enhancing Level of Fitness, and Safe and Responsible Personal and Social Behavior.

The high school course of study includes requirements of one Carnegie unit in Physical Education—or two courses—for graduation. Many students also elect to take additional physical education courses at the advanced level. Thus, a host of elective course standards are also included.

Guiding Philosophies for Physical Education Standards¹

Physical education needs to be an integral part of every student's education. Through physical education classes, students learn not only how their bodies move and how to perform a variety of physical activities, but they learn the health-related benefits of regular physical activity. Physical education, when effectively implemented and coordinated, can provide a framework in which students can develop physically, mentally, socially, and emotionally to become confident, independent, caring, and resilient individuals. It also provides a positive avenue to build self-esteem and social responsibility--keys to ameliorating a number of social ills, including crime and violence.

Regular participation in physical activity is a primary factor in the promotion of health and prevention of disease. American children are facing a major health crisis due to their sedentary lifestyle. Many health behaviors, initiated during childhood, are related to leading (and preventable) causes of disease, disability, and death in the United States. Researchers indicate that giving children an opportunity to engage in daily, vigorous exercise enables them to avoid, or at least reduce, these health risks while enhancing their level of fitness and their academic achievement. Moreover, physical education empowers students to not only enhance their own level of fitness, but also that of their families, schools, and communities.

Physical education is structured; it is not free play or recess. In its totality, physical education builds a foundation of practices that promote and facilitate the attainment of movement skills, fitness, and physical activities that can be maintained throughout life. The standards that follow reflect the current best practices in school physical education and are designed to provide developmentally appropriate and sequential achievement of physical education concepts and skills.

¹ Adapted from the Physical Education Model Content Standards for California Public Schools, 2005

PHYSICAL EDUCATION STANDARDS

Strand 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Pre-Kindergarten

Movement Concepts & Body Movements

PK.1.1 Perform activities that use large-muscle movements (running, hopping, jumping, and galloping) and combine large-muscle movements with equipment (kicking, throwing, catching, and riding a tricycle).

PK.1.2 Combine, coordinate, and demonstrate balance with large-muscle movement.

PK.1.3 Travel, stop, and balance.

PK.1.4 Use senses to plan and carry out movements.

Locomotor Movement

PK.1.5 Jump side to side without hesitating.

PK.1.6 Demonstrate rolling using various shapes.

PK.1.7 Toss and catch a large ball before it bounces two times.

PK.1.8 Throw a ball toward an object.

PK.1.9 Kick a stationary ball from a standstill.

Rhythmic Skills

PK.1.10 Exercise using different musical beats.

PK.1.11 Change movement pattern in response to changes in music.

PHYSICAL EDUCATION STANDARDS

Strand 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Kindergarten	Grade 1	Grade 2
<p><u>Movement Concepts and Body Management</u> K.1.1 Travel within a large group, without bumping into others or falling.</p> <p>K.1.2 Balance:</p> <ul style="list-style-type: none"> • on one, two, three, four, and five body parts • while walking forward and sideways on a narrow, elevated surface. <p>K.1.3 Demonstrate contrasts between slow and fast speeds while moving.</p> <p><u>Locomotor Movement</u> K.1.4 Travel in straight, curved, and zigzag pathways.</p> <p>K.1.5 Travel forward and sideways while changing direction quickly in response to a signal.</p> <p>K.1.6 Identify and perform the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.</p> <p>K.1.7 Perform a continuous log roll in a controlled manner as interpreted by a teacher.</p> <p>K.1.8 Jump over a stationary object (i.e., rope, hoops, blocks) several times in succession, using forward-and-back and side-to-side movement patterns.</p> <p><u>Striking Skills</u> K.1.9 Use eyes to track objects when striking a ball or balloon with hands, arms, and feet.</p> <p>K.1.10 Strike a stationary ball or balloon with hands, arms, and feet.</p> <p><u>Throwing and Catching Skills</u> K.1.11 Use eyes to track objects when catching a ball that has been rolled or tossed.</p>	<p><u>Movement Concepts and Body Management</u> 1.1.1 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners.</p> <p><u>Locomotor Movement</u> 1.1.2 Perform a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.</p> <p>1.1.3 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.</p> <p>1.1.4 Jump and land on both feet after taking off on one foot and on both feet.</p> <p>1.1.5 Jump a moving rope turned independently or by others continuously.</p> <p><u>Striking Skills</u> 1.1.6 Strike a balloon upward and forward continuously using:</p> <ul style="list-style-type: none"> • a large, short-handled paddle • arms, hands, and feet. <p><u>Throwing and Catching Skills</u> 1.1.7 Identify examples of underhand and overhand movement patterns and throw with:</p> <ul style="list-style-type: none"> • the underhand movement pattern using the basic oppositional leg/arm movements. • the two-handed overhead pattern. <p>1.1.8 Catch:</p> <ul style="list-style-type: none"> • a self-tossed ball • a self-bounced ball • a gently thrown ball. <p><u>Kicking Skills</u> 1.1.9 Kick a rolled ball from a stationary position.</p>	<p><u>Movement Concepts and Body Management</u> 2.1.1 Transfer weight from feet to hands and from hands to feet, landing with control.</p> <p>2.1.2 Travel to open spaces within boundaries while moving at increasing rates of speed.</p> <p><u>Locomotor Movement</u> 2.1.3 Create a routine that includes a log roll and forward roll and a stationary balance position after each roll.</p> <p>2.1.4 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.</p> <p>2.1.5 Skip and leap, using proper form.</p> <p><u>Striking Skills:</u> 2.1.6 Strike a balloon and keep it airborne using:</p> <ul style="list-style-type: none"> • a large, short-handled paddle • arms, hands, and feet. <p><u>Throwing and Catching Skills</u> 2.1.7 Throw with a single-handed overhand motion.</p> <p>2.1.8 Catch a gently thrown ball above and below the waist, reducing the impact force.</p> <p><u>Kicking Skills</u> 2.1.9 Kick a slowly moving ball:</p> <ul style="list-style-type: none"> • from a stationary position • while moving towards it. <p><u>Dribbling Skills</u> 2.1.10 Dribble a ball with the foot, in a forward direction, along the ground with control (i.e. around cones or markers) using the inside of the foot.</p>

<p>K.1.12 Throw a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.</p> <p><u>Kicking Skills</u> K.1.13 Kick a stationary object, using a simple kicking pattern.</p> <p><u>Dribbling Skills</u> K.1.14 Bounce a ball continuously, using two hands.</p> <p><u>Rhythmic Skills</u> K.1.15 Clap and move in time to a simple, rhythmic beat.</p>	<p><u>Dribbling Skills</u> 1.1.10 Dribble a ball continuously with one hand.</p> <p>1.1.11 Dribble a ball in a forward direction using the inside of the foot.</p> <p><u>Rolling Skills</u> 1.1.12 Roll a ball for distance, using proper form.</p> <p><u>Rhythmic Skills</u> 1.1.13 Travel in straight, curved, and zigzag pathways while changing speed and direction in response to tempos, rhythms, and signals.</p> <p>1.1.14 Create or imitate movement in response to rhythms and music.</p> <p>1.1.15 Perform simple rhythmic sequences related to simple routines independently.</p>	<p>2.1.11 When dribbling a ball with the hand and the foot, determine:</p> <ul style="list-style-type: none"> • the effects of varying arm and hand speeds • how much force is needed to move the ball forward • the position of the fingers in the follow-through phase of bouncing a ball. <p><u>Rolling Skills</u> 2.1.12 Roll with accuracy toward a target using proper form.</p> <p><u>Rhythmic Skills</u> 2.1.13 Travel around, over, and under objects while changing speed and direction in response to tempos, rhythms, and signals.</p> <p>2.1.14 Demonstrate a smooth transition between fast and slow paces in response to music or an external beat.</p> <p>2.1.15 Perform rhythmic sequences with a partner (e.g., simple folk dance or ribbon routines).</p>
---	---	---

PHYSICAL EDUCATION STANDARDS

Strand 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Grade 3	Grade 4	Grade 5
<p><u>Movement Concepts & Body Management</u> 3.1.1 Chase, flee, and move away from others in a constantly changing environment.</p> <p>3.1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.</p> <p>3.1.3 Balance while traveling on a ground-level balance beam.</p> <p><u>Locomotor Movement</u> 3.1.4 Perform the following rolls:</p> <ul style="list-style-type: none"> • a forward and backward roll • a straddle roll • a two-person roll. <p>3.1.5 Jump a forward-turning rope continuously and a backward-turning rope while moving.</p> <p><u>Striking Skills</u> 3.1.6 Strike a ball from a fixed position using a paddle or racket.</p> <p><u>Throwing and Catching Skills</u> 3.1.7 Throw a ball, using the overhand movement pattern with accuracy.</p> <p>3.1.8 Catch, while traveling, an object thrown by a stationary partner.</p> <p>3.1.9 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.</p> <p><u>Kicking Skills</u> 3.1.10 Kick a ball to a stationary partner, using the inside of the foot.</p> <p><u>Dribbling Skills</u> 3.1.11 Hand-dribble a ball continuously while moving around obstacles.</p>	<p><u>Movement Concepts and Body Management</u> 4.1.1 Perform simple partner balance stunts while sharing a common base of support.</p> <p><u>Locomotor Movement</u> 4.1.2 Turn and jump two ropes simultaneously (i.e., Double Dutch).</p> <p>4.1.3 Jump a single rope for a specified amount of time for purposes of endurance.</p> <p><u>Striking Skills</u> 4.1.4 Strike a gently tossed object or ball with:</p> <ul style="list-style-type: none"> • a paddle or racket • a bat, using a side orientation. <p><u>Throwing and Catching Skills</u> 4.1.5 Throw:</p> <ul style="list-style-type: none"> • overhand at increasingly smaller targets, using proper follow-through • a flying disc for distance, using the backhand movement pattern • (serve) a lightweight ball to a partner, using the underhand movement pattern. <p>4.1.6 Catch a fly ball above the head, below the waist, and away from the body and explain and demonstrate the correct hand position.</p> <p>4.1.7 Throw and catch an object with a partner while both partners are moving.</p> <p><u>Kicking Skills</u> 4.1.8 Kick:</p> <ul style="list-style-type: none"> • a ball to a moving partner, using the inside of the foot • a stationary ball from the ground into the air. <p><u>Dribbling Skills</u> 4.1.9 Keep a foot- or hand-dribbled ball away from a defensive partner and contrast that with dribbling a ball without a defender.</p>	<p><u>Movement Concepts and Body Management</u> 5.1.1 Perform simple small-group balance stunts by distributing weight and base of support.</p> <p><u>Locomotor Movement</u> 5.1.2 Jump for height and for distance, using proper takeoff and landing form.</p> <p><u>Striking Skills</u> 5.1.3 Strike:</p> <ul style="list-style-type: none"> • a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern • a softly tossed ball backhanded with a paddle or racket • a tossed ball, with different implements, from a side orientation. <p>5.1.4 Serve a lightweight ball over a low net, using the underhand movement pattern.</p> <p><u>Throwing and Catching Skills</u> 5.1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.</p> <p>5.1.6 Field a thrown ground ball.</p> <p>5.1.7 Throw and catch an object underhand and overhand while avoiding an opponent.</p> <p>5.1.8 Pass a ball back and forth with a partner, using a chest pass and bounce pass.</p> <p><u>Kicking Skills</u> 5.1.9 Punt a ball, dropped from the hands, at a target.</p> <p>5.1.10 Stop a kicked ball by trapping it with the foot while moving or standing still.</p>

<p>3.1.12 Foot-dribble a ball continuously while traveling and changing direction.</p> <p><u>Rolling Skills</u> 3.1.13 Roll a ball for accuracy toward a target and identify the key elements for increasing accuracy.</p> <p><u>Rhythmic Skills</u> 3.1.14 Perform dances with a partner.</p>	<p><u>Volley Skills</u> 4.1.10 Volley a tossed lightweight ball, using the forearm pass and identify key body positions used for volleying a ball.</p> <p><u>Rhythmic Skills</u> 4.1.11 Perform a routine to music that includes complex locomotor patterns.</p>	<p><u>Dribbling Skills</u> 5.1.11 Dribble a ball and kick it toward a goal while being guarded preventing another person from stealing the ball.</p> <p><u>Volley Skills</u> 5.1.12 Volley a tossed ball to an intended location.</p> <p><u>Rhythmic Skills</u> 5.1.13 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.</p>
--	--	---

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Grade 6	Grade 7	Grade 8
<p><u>Combinations of Movement Patterns and Skills</u> 6.1.1 Combine relationships, levels, speed, direction, and pathways in individual and group physical activities.</p> <p>6.1.2 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.</p> <p><u>Striking</u> 6.1.3 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.</p> <p>6.1.4 Strike an object consistently:</p> <ul style="list-style-type: none"> • using a body part, so that the object travels in the intended direction at the desired height • using an implement, so that the object travels in the intended direction at the desired height. <p><u>Throwing and Catching Skills</u> 6.1.5 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm throwing patterns.</p> <p><u>Dribbling Skills</u> 6.1.6 Dribble and pass a ball to a partner while being guarded.</p> <p><u>Volley Skills</u> 6.1.7 Volley an object repeatedly with a partner, using the forearm pass.</p> <p><u>Rhythmic Skills</u> 6.1.8 Demonstrate routines set to music.</p>	<p><u>Combinations of Movement Patterns and Skills</u> 7.1.1 Describe and demonstrate mature techniques for the following patterns in game play:</p> <ul style="list-style-type: none"> • striking; • overhand, sidearm, and underhand throwing; • catching; • kicking/punting; • trapping; • dribbling (hand and foot); and • volleying. <p>7.1.2 Demonstrate fundamental gymnastic/tumbling skills.</p> <p><u>Rhythmic Skills:</u> 7.1.3 Develop, refine, and demonstrate routines set to music.</p>	<p><u>Combinations of Movement Patterns and Skills</u> 8.1.1 Demonstrate mature techniques for the following patterns in game play:</p> <ul style="list-style-type: none"> • striking; • overhand, sidearm, and underhand throwing; • catching; • kicking/punting; • trapping; • dribbling (hand and foot); and • volleying. <p>8.1.2 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and non-locomotor movement patterns, and the elements of speed, direction, and level.</p> <p><u>Rhythmic Skills</u> 8.1.3 Create and perform a rhythmic dance.</p>

PHYSICAL EDUCATION STANDARDS

Strand 2: Students demonstrate knowledge of movement concepts, principles, and skills that apply to the learning and performance of a variety of physical activities.

Pre-Kindergarten

PK.2.1 Identify selected body parts such as the head, arms, legs, and feet.

PK.2.2 Explore personal space by varying body positions and levels.

PK.2.3 Use knowledge about objects' attributes to manipulate them.

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 2: Students demonstrate knowledge of movement concepts, principles, and skills that apply to the learning and performance of a variety of physical activities.

Kindergarten	Grade 1	Grade 2
<p>K.2.1 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.</p> <p>K.2.2 Demonstrate the relationship of <i>under/over, behind/in front of/next to, right/left, up/down, forward/ backward</i> by using the body and an object.</p> <p>K.2.3 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.</p> <p>K.2.4 Identify the point of contact for kicking a ball in a straight line.</p>	<p>1.2.1 Identify and independently use personal space, general space, and boundaries while moving in different directions, and discuss why they are important.</p> <p>1.2.2 Identify the right and left sides of the body and move from right to left and left to right.</p> <p>1.2.3 Identify the base of support of balanced objects and balance oneself, demonstrating momentary stillness, using body parts other than both feet as a base of support.</p> <p>1.2.4 Describe and demonstrate contrasts between slow and fast, heavy and light, and hard and soft while moving.</p> <p>1.2.5 Identify the different points of contact when striking an object to propel it in a given direction.</p> <p>1.2.6 Identify the placement of the non-kicking foot while kicking a stationary ball from a running approach.</p> <p>1.2.7 Identify examples of underhand and overhand throwing movement patterns.</p>	<p>2.2.1 Identify people/objects that are within personal space and certain boundaries; define open space.</p> <p>2.2.2 Explain why one hand or foot is often preferred when practicing movement skills.</p> <p>2.2.3 Explain the importance of a wide base rather than a narrow base of support in balance activities and demonstrate balance on the ground and on objects, using bases of support other than both feet.</p> <p>2.1.4 Compare and contrast locomotor movements conducted to even and uneven beats.</p> <p>2.2.5 Identify different opportunities to use striking skills with a bat from a tee or cone, using correct grip and side orientation.</p> <p>2.2.6 Explain the purpose of using a side orientation when striking a ball from a batting tee.</p> <p>2.2.7 Explain regarding throwing: <ul style="list-style-type: none"> • key elements of throwing for distance • that the position of the fingers at the moment of release of the underhand throw influences the direction a tossed object and a thrown object travel • how the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel. • When to use underhand and overhand movement patterns. </p>

		<p>2.2.8 Explain regarding catching:</p> <ul style="list-style-type: none">• the proper hand and finger position for catching a ball• the roles of body parts not directly involved in catching objects• how to reduce the impact force while catching an object. <p>2.2.9 Identify when to begin the kicking motion when kicking a slowly rolling ball.</p> <p>2.2.10 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.</p>
--	--	---

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 2: Students demonstrate knowledge of movement concepts, principles, and skills that apply to the learning and performance of a variety of physical activities.

Grade 3	Grade 4	Grade 5
<p>3.2.1 Describe how changing speed and changing direction can allow one person to move freely.</p> <p>3.2.2 Explain the difference between throwing to a stationary partner and throwing to a moving partner.</p> <p>3.2.3 Identify the differences between dribbling a ball (with the hand or the foot) while moving forward and when changing direction.</p>	<p>4.2.1 Describe and create ways to maintain or increase the spacing between two players quickly.</p> <p>4.2.2 Explain the difference between offense and defense and determine the spacing between offensive and defensive players based on the speed of the players.</p> <p>4.2.3 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.</p> <p>4.3.4 Manipulate an object by using a long-handled implement and contrast that with using a short-handled implement.</p> <p>4.2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.</p>	<p>5.2.1 Explain the importance of open space in playing sport-related games.</p> <p>5.2.2 Explain the differences in applying and receiving force when jumping for height and distance.</p> <p>5.2.3 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.</p> <p>5.2.4 Describe different appropriate body orientations to serve a ball in various sports settings.</p> <p>5.2.5 Explain how to adjust body position to catch a ball thrown off-center.</p> <p>5.2.6 Distinguish between punting and kicking and describe the similarities and differences.</p>

PHYSICAL EDUCATION STANDARDS

Strand 2: Students demonstrate knowledge of movement concepts, principles, and skills that apply to the learning and performance of a variety of physical activities.

Grade 6	Grade 7	Grade 8
<p>6.2.1 Explain how to increase force based on the principles of biomechanics.</p> <p>6.2.2 Explain how increasing the duration of impact reduces impact force.</p> <p>6.2.3 Analyze and correct errors in movement patterns.</p> <p>6.2.4 Identify practices and procedures necessary for safe participation in physical activities.</p> <p>6.2.5 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.</p> <p>6.2.6 Explain the role of the legs, shoulders, and forearms in the motion of passing a ball.</p>	<p>7.2.1 Provide feedback to a partner to assist in developing and improving movement skills.</p> <p>7.2.2 Explain and demonstrate spin and rebound principles for performing manipulative skills.</p> <p>7.2.3 Demonstrate body management and locomotor skills needed for successful participation in track and field and competitive activities.</p> <p>7.2.4 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.</p> <p>7.2.5 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p> <p>7.2.6 Explain how movement qualities contribute to the aesthetic dimension of physical activity.</p> <p>7.2.7 Explain how movement qualities contribute to the aesthetic dimension of physical activity.</p>	<p>8.2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.</p> <p>8.2.2 Explain the rotation principles used in performing various manipulative skills.</p> <p>8.2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.</p> <p>8.2.4 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.</p> <p>8.2.5 Diagram, justify, and demonstrate basic offensive and defensive skills and strategies in team physical activities.</p>

PHYSICAL EDUCATION STANDARDS

Strand 3: Students assess and maintain a level of physical fitness to improve health and performance through a physically active lifestyle.

Pre-Kindergarten

Fitness Concepts/Body Composition

PK.3.1 Describe changes in breathing and heart rate after participating in vigorous physical activity.

PK.3.2 Explain benefits of vigorous physical activity.

Aerobic Capacity

PK.3.3 Participate in sustained moderate physical activity for a period of time specified by the teacher.

PK.3.4 Perform aerobic activity and discuss changes.

Muscular Strength/Endurance

PK.3.5 Climb various apparatus.

Flexibility

PK.3.6 Stretch shoulders, legs, arms, and back without bouncing.

PHYSICAL EDUCATION STANDARDS

Strand 3: Students assess and maintain a level of physical fitness to improve health and performance through a physically active lifestyle.

Kindergarten	Grade 1	Grade 2
<p><u>Fitness Concepts/Body Composition</u> K.3.1 Participate in physical activities that are enjoyable and challenging.</p> <p><u>Aerobic Capacity</u> K.3.2 Sustain moderate to vigorous physical activity for a short period of time.</p> <p>K.3.3 Recognize change in heart rate during physical activity.</p> <p><u>Muscular Strength/Endurance</u> K.3.4 Hang from overhead bars for a short period of time.</p> <p>K.3.5 Climb a ladder, jungle gym, or apparatus.</p> <p><u>Flexibility</u> K.3.6 Stretch shoulders, legs, arms, and back without bouncing.</p> <p><u>Assessment</u> K.3.7 Identify indicators of increased capacity to participate in vigorous physical activity.</p>	<p><u>Fitness Concepts/Body Composition</u> 1.3.1 Participate in moderate physical activity a minimum of three days each week.</p> <p><u>Aerobic Capacity</u> 1.3.2 Perform aerobic activity and discuss changes in one's body.</p> <p>1.3.3 Compare and contrast changes in heart rate before, during, and after physical activity.</p> <p><u>Muscular Strength/Endurance</u> 1.3.4 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.</p> <p>1.3.5 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace or push oneself off the floor.</p> <p><u>Flexibility</u> 1.3.6 Stretch arms, shoulders, back, and legs without hyper flexing or hyper extending the joints.</p> <p><u>Assessment</u> 1.3.7 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.</p>	<p><u>Fitness Concepts/Body/Composition</u> 2.3.1 Participate in moderate physical activity a minimum of four days each week.</p> <p><u>Aerobic Capacity</u> 2.3.2 Participate a minimum of three to four days each week, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.</p> <p>2.3.3 Compare and contrast the function of the heart during rest and during physical activity.</p> <p><u>Muscular Strength/Endurance</u> 2.3.4 Traverse the overhead ladder one bar at a time.</p> <p>2.3.5 Perform a "v" sit position, a push-up position with arms extended, and a squat position.</p> <p><u>Flexibility</u> 2.3.6 Demonstrate correct form for simple warm-up and cool-down exercises when exercising.</p> <p><u>Assessment</u> 2.3.7 Measure improvements in individual fitness levels.</p>

PHYSICAL EDUCATION STANDARDS

Strand 3: Students assess and maintain a level of physical fitness to improve health and performance through a physically active lifestyle.

Grade 3	Grade 4	Grade 5
<p><u>Fitness Concepts/Body Composition</u> 3.3.1 Participate in moderate to vigorous physical activity a minimum of four days each week and measure and evaluate changes in health-related physical fitness based on physical activity patterns.</p> <p>3.3.2 Record water intake before, during, and after physical activity.</p> <p><u>Aerobic Capacity</u> 3.3.3 Participate in continuous moderate to vigorous physical activities a minimum of three to four days each week that require sustained movement of the large muscle groups to increase breathing and heart rate.</p> <p>3.3.4 Measure and record the heart rate before, during, and after vigorous physical activity.</p> <p><u>Muscular Strength/Endurance</u> 3.3.5 Climb a vertical pole or rope.</p> <p><u>Flexibility</u> 3.3.6 Demonstrate appropriate warm-up and cool-down exercises before engaging in strength exercises.</p> <p><u>Assessment</u> 3.3.7 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.</p>	<p><u>Fitness Concepts/Body Composition</u> 4.3.1 Participate in moderate to vigorous physical activity a minimum of four days each week and measure and evaluate changes in health-related physical fitness based on physical activity patterns.</p> <p>4.3.2 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility, and monitor progress by measuring and recording personal fitness scores.</p> <p>4.3.3 Identify healthful choices for meals and snacks that help improve physical performance.</p> <p><u>Aerobic Capacity</u> 4.3.4 Participate in continuous moderate to vigorous physical activities a minimum of three to four days each week that require sustained movement of the large muscle groups to increase breathing and heart rate.</p> <p>4.3.5 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and fifteen-second intervals.</p> <p><u>Muscular Strength/Endurance</u> 4.3.6 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.</p> <p><u>Flexibility</u> 4.3.7 Demonstrate how to warm-up and cool-down muscles and joints before aerobic activities such as running, jumping, kicking, throwing, and striking.</p> <p><u>Assessment</u> 4.3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.</p>	<p><u>Fitness Concepts/Body Composition</u> 5.3.1 Participate in moderate to vigorous physical activity a minimum of four days each week and measure and evaluate changes in health-related physical fitness based on physical activity patterns.</p> <p>5.3.2 Develop and describe three short-term and three long-term fitness goals.</p> <p>5.3.3 Record and analyze food consumption for one day, and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.</p> <p><u>Aerobic Capacity</u> 5.3.4 Participate in continuous moderate to vigorous physical activities a minimum of three to four days each week that require sustained movement of the large muscle groups to increase breathing and heart rate.</p> <p>5.3.5 Compare target heart rate and perceived exertion during physical activity.</p> <p><u>Muscular Strength/Endurance</u> 5.3.6 Perform abdominal curl-ups and modified or traditional push-ups.</p> <p><u>Flexibility</u> 5.3.7 Perform elementary flexibility exercises that stretch particular muscle areas for given physical activities.</p> <p><u>Assessment</u> 5.3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.</p>

	4.3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.	5.3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment, and identify one or more ways to improve performance in areas that do not meet minimum standards.
--	---	---

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 3: Students assess and maintain a level of physical fitness to improve health and performance through a physically active lifestyle.

Grade 6	Grade 7	Grade 8
<p><u>Fitness Concepts</u> 6.3.1 Participate in moderate to vigorous physical activity a minimum of four days each week and measure and evaluate changes in health-related physical fitness based on physical activity patterns.</p> <p>6.3.2 Develop week-long personal physical fitness plan using the F.I.T.T. principle that addresses each component of health-related physical fitness.</p> <p><u>Aerobic Capacity</u> 6.3.3 Participate in continuous moderate to vigorous physical activities a minimum of three to four days each week that require sustained movement of the large muscle groups to increase breathing and heart rate.</p> <p>6.3.4 Monitor the intensity of one’s heart rate during physical activity.</p> <p><u>Muscle Strength/Endurance</u> 6.3.5 Perform abdominal curl-ups; modified, traditional, and triceps push-ups with hands on a bench; oblique curl-ups on each side, forward lunges, and side lunges to enhance endurance and increase muscle efficiency.</p> <p><u>Flexibility</u> 6.3.6 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.</p> <p><u>Assessment</u> 6.3.7 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.</p>	<p><u>Fitness Concepts</u> 7.3.1 Participate in moderate to vigorous physical activity a minimum of four days each week and measure and evaluate changes in health-related physical fitness based on physical activity patterns.</p> <p>7.3.2 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.</p> <p><u>Aerobic Capacity</u> 7.3.3 Participate in continuous moderate to vigorous physical activities a minimum of three to four days each week that require sustained movement of the large muscle groups to increase breathing and heart rate.</p> <p><u>Muscle Strength/Endurance</u> 7.3.4 Perform abdominal curl-ups; modified, traditional, and triceps push-ups with hands on a bench; oblique curl-ups on each side, forward lunges, and side lunges to enhance endurance and increase muscle efficiency.</p> <p><u>Flexibility</u> 7.3.5 Demonstrate the proper form for stretching the back, neck, abducts, hip flexors and adductors, and calves.</p> <p><u>Assessment</u> 7.3.6 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.</p>	<p><u>Fitness Concepts</u> 8.3.1 Participate in moderate to vigorous physical activity a minimum of four days each week and measure and evaluate changes in health-related physical fitness based on physical activity patterns.</p> <p>8.3.2 Develop a three-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health related physical fitness.</p> <p><u>Aerobic Capacity</u> 8.3.3 Participate in continuous moderate to vigorous physical activities a minimum of three to four days each week that require sustained movement of the large muscle groups to increase breathing and heart rate.</p> <p><u>Muscle Strength/Endurance</u> 8.3.4 Perform abdominal curl-ups; modified, traditional, and triceps push-ups with hands on a bench; oblique curl-ups on each side, forward lunges, and side lunges to enhance endurance and increase muscle efficiency.</p> <p><u>Flexibility</u> 8.3.5 Demonstrate and hold basic stretches using proper alignment for hamstrings, quadriceps, hip flexors and abducts, triceps, biceps, back, neck, shoulders, hip adductors, and calves.</p> <p><u>Assessment</u> 8.3.6 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.</p>

<p>6.3.8 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment, and identify one or more ways to improve performance in areas that do not meet minimum standards.</p> <p>6.3.9 Develop individual goals for each of the components of health-related physical fitness.</p>	<p>7.3.7 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment, and identify one or more ways to improve performance in areas that do not meet minimum standards.</p> <p>7.3.8 Develop individual goals for each of the components of health-related physical fitness; periodically assess the attainment of, or progress toward these goals; and make necessary adjustments to a personal physical fitness program.</p>	<p>8.3.7 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment, and identify one or more ways to improve performance in areas that do not meet minimum standards.</p> <p>8.3.8 Develop individual goals for each of the components of health-related physical fitness; periodically assess the attainment of, or progress toward these goals; and make necessary adjustments to a personal physical fitness program.</p> <p>8.3.9 Refine individual personal physical fitness goals for each of the five components of health related physical fitness, using research-based criteria.</p>
---	---	---

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Pre-Kindergarten

PK.4.1 Explain benefits of vigorous physical activity.

PK.4.2 Show awareness for proper health and fitness habits.

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Kindergarten	Grade 1	Grade 2
<p>K.4.1 List ways to increase time for physical activity outside of school.</p> <p>K.4.2 Differentiate between healthful and unhealthful habits for eating and exercising.</p>	<p>1.4.1 Identify ways of increasing physical activity in routine daily activities.</p> <p>1.4.2 Explain the fuel requirements of the body during physical activity and inactivity.</p>	<p>2.4.1 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.</p> <p>2.4.2 Differentiate between healthful and unhealthful habits for eating and exercising.</p> <p>2.4.3 Explain the purpose of warming up before physical activity and cooling down afterwards.</p>

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Grade 3	Grade 4	Grade 5
<p>3.4.1 List and define the components of physical fitness.</p> <p>3.4.2 Identify healthful choices for meals and snacks that help improve physical performance.</p> <p>3.4.3 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.</p> <p>3.4.4 Identify characteristics of physical activity that build aerobic capacity and overall fitness.</p> <p>3.4.5 Explain that a stronger heart muscle can pump more blood with each beat.</p> <p>3.4.6 Identify the body part involved when stretching.</p>	<p>4.4.1 Explain why the body needs water before, during, and after physical activity.</p> <p>4.4.2 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.</p> <p>4.4.3 Explain how technology can assist in obtaining physical fitness.</p> <p>4.4.4 Recognize how strengthening major muscles can improve performance at work and play.</p> <p>4.4.5 Explain the elements and purpose of warm-up and cool-down activities.</p> <p>4.4.6 Distinguish between effective and ineffective warm-up and cool-down techniques.</p>	<p>5.4.1 Describe the principles of training and the application to each of the components of health-related physical fitness.</p> <p>5.4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.</p> <p>5.4.3 Explain why body weight is maintained when calorie intake is equal to the calories expended.</p> <p>5.4.4 Explain why some people have more body fat than others.</p> <p>5.4.5 Name and locate the major muscles of the body.</p> <p>5.4.6 Describe how muscle strength and muscle endurance enhance motor skill performance.</p> <p>5.4.7 Describe and demonstrate how to relieve a muscle cramp.</p> <p>5.4.8 Explain the benefits of stretching after warm-up activities, and why it is safer to stretch a warm muscle rather than a cold muscle.</p>

PHYSICAL EDUCATION STANDARDS

Strand 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Grade 6	Grade 7	Grade 8
<p>6.4.1 Describe the role of physical activity and nutrition in achieving physical fitness.</p> <p>6.4.2 Explain how fluid needs are linked to energy expenditure.</p> <p>6.4.3 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.</p> <p>6.4.4 Explain that the body is composed of bones, muscles, organs, fat, and other tissue; describe their differences in density and weight.</p> <p>6.4.5 Classify physical activities as aerobic or anaerobic; explain the different types of conditioning for different physical activities.</p> <p>6.4.6 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.</p> <p>6.4.7 List the long-term benefits of participation in regular physical activity and discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.</p> <p>6.4.8 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.</p> <p>6.4.9 Explain the health benefits of having strong arm, chest, and back muscles.</p> <p>6.4.10 Describe the role of muscle strength and proper lifting in the prevention of back injuries, including</p> <ul style="list-style-type: none"> • how to lift and carry objects correctly • how to push and pull large and/or heavy objects correctly. 	<p>7.4.1 Explain the principles of physical fitness: frequency, intensity, time, and type.</p> <p>7.4.2 Identify and apply the principles of overload in safe, age-appropriate activities.</p> <p>7.4.3 Discuss how body temperature and blood volume are maintained during physical activity, when an adequate amount of water is consumed.</p> <p>7.4.4 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.</p> <p>7.4.5 Describe the short- and long-term benefits of maintaining a healthy body composition.</p> <p>7.4.6 Determine the intensity of personal physical activity, using the concept of perceived exertion.</p> <p>7.4.7 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.</p> <p>7.4.8 Describe the relationship between the heart and lungs during physical activity.</p> <p>7.4.9 Describe the difference between muscular strength and muscular endurance.</p> <p>7.4.10 Identify which muscles are used in performing muscular endurance activities.</p> <p>7.4.11 Identify the correct body alignment for performing upper- and lower-body stretches.</p> <p>7.4.12 Explain the value of increased flexibility when participating in physical activity and diagram how flexible muscles allow more range of motion in physical activity.</p>	<p>8.4.1 Identify the body's normal reactions to moderate to vigorous physical activity; recognize that the body will adapt to increased workloads.</p> <p>8.4.2 Explain progression, overload, and specificity.</p> <p>8.4.3 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.</p> <p>8.4.4 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.</p> <p>8.4.5 Explain how and why the body uses a higher percentage of carbohydrates and fats for fuel during high and low intensity physical activities.</p> <p>8.4.6 Identify incorrect exercises and their adverse effects on the body.</p> <p>8.4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.</p> <p>8.4.8 Explain why a strong heart is able to return quickly to its resting rate after exertion.</p> <p>8.4.9 Identify basic principles in weight/ resistance training and safety practices and explain the role that weight bearing activities play in bone strength.</p> <p>8.4.10 Identify muscles being strengthened during the performance of particular physical activities.</p> <p>8.4.11 Identify flexibility exercises that are not safe for the joints and should be avoided.</p>

<p>6.4.11 Explain why a particular stretch is appropriate preparation for a particular physical activity.</p>		
---	--	--

<p>6.4.12 Explain that the proper body position while stretching and strengthening helps to prevent injury.</p>		
---	--	--

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Pre-Kindergarten

PK.5.1 Use equipment properly and follow instructions regarding equipment.

PK.5.2 Work with a partner to master movement pattern challenges.

PK.5.3 Help members of a group while engaged in physical activity.

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Kindergarten	Grade 1	Grade 2
<p><u>Self-Responsibility</u> K.5.1 Participate willingly in physical activities.</p> <p>K.5.2 Identify the feelings that results from participation in physical activity.</p> <p><u>Social Interaction</u> K.5.3 Participate as a leader and a follower in a variety of physical games and activities reflecting diverse heritages.</p> <p><u>Group Dynamics</u> K.5.4 Solve simple tasks in groups when engaged in cooperative physical activity.</p>	<p><u>Self-Responsibility</u> 1.5.1 Identify the feelings that result from participation in physical activity.</p> <p><u>Social Interaction</u> 1.5.2 Describe how positive social interactions can make physical activity with others more fun.</p> <p><u>Group Dynamics</u> 1.5.3 Identify and demonstrate the attributes of an effective partner in physical activity.</p>	<p><u>Self-Responsibility</u> 2.5.1 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 2.5.2 Demonstrate the characteristics of sharing and cooperation in physical activity, including inviting others to use equipment or apparatus before repeating a turn.</p> <p><u>Group Dynamic</u> 2.5.3 Identify and demonstrate effective practices for working with a group without interfering with others.</p>

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Grade 3	Grade 4	Grade 5
<p><u>Self-Responsibility</u> 3.5.1 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.</p> <p><u>Social Interaction</u> 3.5.2 Demonstrate respect for individual differences in physical abilities.</p> <p>3.5.3 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.</p> <p><u>Group Dynamics</u> 3.5.4 Identify and agree on a common goal when participating in a cooperative physical activity.</p>	<p><u>Self-Responsibility</u> 4.5.1 Accept responsibility for one's own performance without blaming others.</p> <p><u>Social Interaction</u> 4.5.2 Include others in physical activities and respect individual differences in skill and motivation.</p> <p><u>Group Dynamics</u> 4.5.3 Contribute ideas and listen to the ideas of others in cooperative problem solving activities.</p>	<p><u>Self-Responsibility</u> 5.5.1 Abide by the decisions of the officials, accept the outcomes of the game and show appreciation towards participants.</p> <p>5.5.2 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.</p> <p><u>Social Interaction</u> 5.5.3 Model support towards individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.</p> <p><u>Group Dynamics</u> 5.5.4 Accommodate individual differences in others' physical abilities when planning and participating in small-group activities.</p>

PHYSICAL EDUCATION STANDARDS

Strand 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Grade 6	Grade 7	Grade 8
<p><u>Self-Responsibility</u> 6.5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.</p> <p>6.5.2 Accept responsibility for individual improvement.</p> <p><u>Social Interaction</u> 6.5.3 Accept differences in physical development and personal preferences as they affect participation in physical activity.</p> <p><u>Group Dynamics</u> 6.5.4 Organize and work cooperatively with a group to achieve the physical activity goals of the group, including identifying and defining the role of each participant and evaluating individual responsibility in group efforts.</p>	<p><u>Self-Responsibility</u> 7.5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.</p> <p><u>Social Interaction</u> 7.5.2 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.</p> <p><u>Group Dynamics</u> 7.5.3 Participate as a leader and a follower during group physical activities, and identify the responsibilities of a leader in physical activity.</p> <p>7.5.4 Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.</p>	<p><u>Self-Responsibility</u> 8.5.1 Identify and evaluate preferences for lifelong physical activity and determine one’s responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.</p> <p><u>Social Interaction</u> 8.5.2 Identify the contributions of members of a group or team and give positive reinforcement to members for accomplishing a task or goal.</p> <p><u>Group Dynamics</u> 8.5.3 Accept the roles of group members within the structure of a game or activity.</p> <p>8.5.4 Analyze possible solutions to a problem that develops in a cooperative physical activity.</p>

High School Courses

PHYSICAL EDUCATION STANDARDS

Strand 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Course 1	Course 2
<p>With emphasis on aquatic, rhythm/dance, and individual and dual activities:</p> <p>C1.1.1 Combine and apply movement patterns and skills, simple to complex.</p> <p>C1.1.2 Identify and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed to enhance performance levels in various activities.</p> <p>C1.1.3 Explain and demonstrate offensive, defensive, and transition strategies.</p> <p>C1.1.4 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve proficient principles; and evaluate the performance based on the use of the principles.</p> <p>C1.1.5 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.</p> <p>C1.1.6 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance; create or modify practice/training plans based on evaluative feedback of skill acquisition and performance.</p> <p>C1.1.7 Analyze situations; evaluate feedback, determine appropriate strategies for improved performance; and assess the effect/outcome of a particular performance strategy.</p> <p>C1.1.8 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in various activities.</p>	<p>With emphasis on combative, gymnastic/tumbling, and team activities:</p> <p>C2.1.1 Combine and apply movement patterns and skills, simple to complex.</p> <p>C2.1.2 Identify and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed to enhance performance levels in various activities.</p> <p>C2.1.3 Explain and demonstrate offensive, defensive, and transition strategies and tactics.</p> <p>C2.1.4 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve proficient performance; and evaluate the performance based on the use of the principles.</p> <p>C2.1.5 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.</p> <p>C2.1.6 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance; create or modify practice/training plans based on evaluative feedback of skill acquisition and performance.</p> <p>C2.1.7 Analyze situations; evaluate feedback, determine appropriate strategies for improved performance; and assess the effect/outcome of a particular performance strategy.</p> <p>C2.1.8 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in various activities.</p>

PHYSICAL EDUCATION STANDARDS

Strand 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Course 1	Course 2
<p>C1.2.1 Participate in moderate to vigorous physical activity at least four days each week that develops and maintains the five components of physical fitness.</p> <p>C1.2.2 Engage in a variety of sustained, moderate to vigorous physical activities that enhance each component of health related fitness.</p> <p>C1.2.3 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>C1.2.4 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.</p> <p>C1.2.5 Develop a four-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health related physical fitness.</p> <p>C1.2.6 Create a strength-training program that includes the basic principles in weight/resistance training and safety practices.</p> <p>C1.2.7 Explain the inherent risks associated with physical activity in extreme environments.</p> <p>C1.2.8 Explain the benefits that proper nutrition has on physical performance.</p> <p>C1.2.9 Research and evaluate sport-specific conditioning programs.</p> <p>C1.2.10 Identify the physical fitness requirements of various occupations.</p> <p>C1.2.11 Analyze consumer physical fitness products and programs.</p>	<p>C2.2.1 Participate in moderate to vigorous physical activity at least four days each week, using the principles of exercise to meet individual needs and interests.</p> <p>C2.2.2 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.</p> <p>C2.2.3 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</p> <p>C2.2.4 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.</p> <p>C2.2.5 Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses; evaluate aids that claim to enhance body composition, appearance, physical fitness, and performance.</p> <p>C2.2.6 Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and fitness.</p> <p>C2.2.7 Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.</p> <p>C2.2.8 Prescribe a conditioning program for specific sport.</p> <p>C2.2.9 Develop and describe a physical fitness plan that enhances personal health and performance in various leisure and workplace activities.</p> <p>C2.2.10 Evaluate the availability and quality of fitness resources in the community.</p>

PHYSICAL EDUCATION STANDARDS

Strand 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Course 1	Course 2
<p><u>Self-Responsibility</u> C1.3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.</p> <p>C1.3.2 Act independently of negative peer pressure during physical activity.</p> <p>C1.3.3 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.</p> <p>C1.3.4 Develop personal goals to improve one's performance in physical activities.</p> <p>C1.3.5 Demonstrate character based on core ethical values and good sportsmanship.</p> <p><u>Social Interaction</u> C1.3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.</p> <p>C1.3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.</p> <p>C1.3.8 Recognize the value of physical activity in understanding multiculturalism.</p> <p><u>Group Dynamics</u> C1.3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.</p> <p>C1.3.10 Identify and utilize the potential strengths of each individual in physical activities.</p> <p>C1.3.11 Assess personal and group contributions and strengths that lead to the achievement of specific goals.</p> <p>C1.3.12 Select members of a group or team and reward for accomplishing a task or goal.</p> <p>C1.3.13 Encourage support of group members regardless of skill or ability level.</p>	<p><u>Self-Responsibility</u> C2.3.1 Participate in physical activities for personal enjoyment.</p> <p>C2.3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.</p> <p>C2.3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p> <p>C2.3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</p> <p>C2.3.5 Evaluate and refine personal goals to improve performance in physical activities.</p> <p>C2.3.6 Advocate for a lifestyle change to include preferences for lifelong physical activity and determine ones responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.</p> <p><u>Social Interaction</u> C2.3.7 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.</p> <p>C2.3.8 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.</p> <p>C2.3.9 Analyze how role models, and the core ethical values they represent, influence participants of athletic venues.</p> <p><u>Group Dynamics</u> C2.3.10 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.</p> <p>C2.3.11 Encourage others to be supportive and inclusive of individuals of all ability levels.</p>

	<p>C2.3.12 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p>
--	--

C2.3.13 Complete a group project utilizing the strengths of each group member.

C2.3.14 Critique the contributions of the members of a group or team.

DRAFT

High School Electives

PHYSICAL EDUCATION STANDARDS

Strand 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Elective Course 3A: Adventure/Outdoor Activities	Elective Course 3B: Aerobic Activities	Elective Course 3C: Individual and Dual Activities
<p>EC3A.1.1 Demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.</p> <p>EC3A.1.2 Identify the characteristics and critical elements of a skilled performance in adventure/outdoor activities and demonstrate them.</p> <p>EC3A.1.3 Apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in adventure/outdoor pursuits and activities.</p> <p>EC3A.1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of adventure/outdoor activities.</p> <p>EC3A.1.5 List the safety equipment required for participation in outdoor pursuits and adventures; describe and demonstrate the use of such equipment.</p> <p>EC3A.1.6 Demonstrate independent learning of movement skills in adventure/outdoor activities.</p>	<p>EC3B.1.1 Demonstrate advanced knowledge and skills in two or more aerobic activities, selecting one or more from each of the following:</p> <p>Aerobic Dance Running Skating Swimming Cross-country Cycling Walking</p> <p>EC3B.1.2 Identify the characteristics and critical elements of a skilled performance in aerobic activities and demonstrate them.</p> <p>EC3B.1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.</p> <p>EC3B.1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.</p> <p>EC3B.1.5 List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.</p> <p>EC3B.1.6 Demonstrate independent learning of movement skills in aerobic activities.</p>	<p>EC3C.1.1 Demonstrate advanced knowledge and skills in two or more individual and dual activities, selecting one or more from each of the following categories:</p> <p><i>Individual</i> Archery Cycling Golf Gymnastics/Tumbling Skating Skiing Yoga</p> <p><i>Dual</i> Badminton Racquetball Tennis</p> <p>EC3C.1.2 Identify the characteristics and critical elements of a skilled performance in individual and dual activities and demonstrate them.</p> <p>EC3C.1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in individual and dual activities.</p> <p>EC3C.1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of individual and dual activities.</p> <p>EC3C.1.5 List the safety equipment required for participation in individual and dual activities; describe and demonstrate the use of such equipment.</p>

		EC3C.1.6 Demonstrate independent learning of movement skills in individual and dual activities.
--	--	---

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Elective Course 3D: Weight Training and Fitness	Elective Course 3E: Aquatic Activities	Elective Course 3F: Dance	Elective Course 4A: Advanced Dance
<p>EC3D.1.1 Explain the principles of biomechanics of first-second-, and third-class levers and apply those principles to a variety of lifting techniques.</p> <p>EC3D.1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.</p> <p>EC3D.1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.</p> <p>EC3D.1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.</p> <p>EC3D.1.5 Measure and assess multiple performances of another person in the following areas: balance, reaction time, agility, coordination, power, endurance and speed.</p> <p>EC3D.1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.</p> <p>EC3D.1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.</p>	<p>EC3E.1.1 Demonstrate advanced knowledge and skills in two or more aquatic activities, selecting one or more of the following:</p> <p>Diving Kayaking/Canoeing/Rowing Snorkeling Swimming Life guarding Scuba diving Water polo</p> <p>EC3E.1.2 Identify the characteristics and critical elements of a skilled performance in aquatic activities and demonstrate them.</p> <p>EC3E.1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aquatic activities.</p> <p>EC3E.1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aquatic activities.</p> <p>EC3E.1.5 List the safety equipment required for participation in aquatic activities; describe and demonstrate the use of such equipment.</p> <p>EC3E.1.6 Demonstrate independent learning of movement skills in aquatic activities.</p>	<p>EC3F.1.1 Demonstrate advanced knowledge and skills in two or more dance activities, selecting one or more of the following:</p> <p>Ballet Folk Jazz Modern Social Square</p> <p>EC3F.1.2 Identify the characteristics and critical elements of a skilled performance in dance activities and demonstrate them.</p> <p>EC3F.1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.</p> <p>EC3F.1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.</p> <p>EC3F.1.5 List the safety equipment and facilities required for participation in dance activities; describe and demonstrate the use of such equipment and facilities.</p> <p>EC3F.1.6 Demonstrate independent learning of movement skills in dance activities.</p>	<p>EC4A.1.1 Demonstrate advanced knowledge in two or more of the following dance activities:</p> <p>Ballet Folk Jazz Modern Social Square</p> <p>EC4A.1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in dance activities.</p> <p>EC4A.1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.</p> <p>EC4A.1.4 Practice dance in real-world settings.</p> <p>EC4A.1.5 Demonstrate skills in choreography.</p>

<p>EC3D.1.8 Demonstrate independent learning of movement skills in weight training.</p>	<p>EC3E.1.7 Identify and practice the safety skills necessary for entering swimming pools, lakes, rivers, and oceans (e.g., walking, jumping, falling, and diving).</p> <p>EC3E.1.8 Demonstrate and explain basic water rescue with and without equipment.</p> <p>EC3E.1.9 Demonstrate and explain basic cardiopulmonary resuscitation.</p>		
---	---	--	--

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Elective Course 3A: Adventure/Outdoor Activities	Elective Course 3B: Aerobic Activities	Elective Course 3C: Individual and Dual Activities
<p>EC3A.2.1 Participate in adventure/outdoor activities that improve health-related physical fitness.</p> <p>EC3A.2.2 Analyze the effects of adventure/outdoor activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>EC3A.2.3 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>EC3A.2.4 Explain the relationship between participation in adventure/outdoor activities and health.</p> <p>EC3A.2.5 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.</p> <p>EC3A.2.6 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.</p> <p>EC3A.2.7 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to adventure/outdoor activities.</p> <p>EC3A.2.8 Develop and implement a month-long personal physical fitness plan that includes adventure/ outdoor activities.</p>	<p>EC3B.2.1 Engage independently in physical activity that increases aerobic capacity.</p> <p>EC3B.2.2 Analyze the effects of aerobic activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>EC3B.2.3 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>EC3B.2.4 Explain the relationship between participation in individual and in aerobic activities and health.</p> <p>EC3B.2.5 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.</p> <p>EC3B.2.6 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.</p> <p>EC3B.2.7 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to aerobic activities.</p> <p>EC3B.2.8 Develop and implement a month-long personal physical fitness plan that includes aerobic activities.</p>	<p>EC3C.2.1 Engage independently in physical activity that increases individual and dual activity skill and capacity.</p> <p>EC3C.2.2 Analyze the effects of individual and dual activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>EC3C.2.3 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>EC3C.2.4 Explain the relationship between participation in individual and in dual activities and health.</p> <p>EC3C.2.5 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.</p> <p>EC3C.2.6 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.</p> <p>EC3C.2.7 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to individual and dual activities.</p> <p>EC3C.2.8 Develop and implement a month-long personal physical fitness plan that includes individual and dual activities.</p>

PHYSICAL EDUCATION STANDARDS

Strand 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Elective Course 3D: Weight Training and Fitness	Elective Course 3E: Aquatic Activities	Elective Course 3F: Dance	Elective Course 4A: Advanced Dance
<p>EC3D.2.1 Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.</p> <p>EC3D.2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.</p> <p>EC3D.2.3 Assess multiple performances of another person in the following areas: muscular strength, muscular endurance, cardio-respiratory endurance, and flexibility.</p> <p>EC3D.2.4 Explain how the principles of biomechanics, muscle development, gender, age, training experience, training technique, and specificity affect performance related to strength training.</p> <p>EC3D.2.5 Demonstrate and explain the techniques and concepts of three types of weight-training programs.</p> <p>EC3D.2.6 Demonstrate and explain the concepts of different conditioning programs.</p> <p>EC3D.2.7 Develop and use a personal physical fitness log to record all workout data on a daily basis.</p>	<p>EC3E.2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p> <p>EC3E.2.2 Analyze the effects of participation in aquatic activities on levels of health-related physical fitness activities and a personal fitness program.</p> <p>EC3E.2.3 Explain the relationship between participation in aquatic activities and indicators of good health.</p> <p>EC3E.2.4 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to aquatic activities.</p> <p>EC3E.2.5 Develop and implement a month-long personal physical fitness plan that includes aquatic activities.</p> <p>EC3E.2.6 Explain how aquatic activities contribute to the development and maintenance of health-related physical fitness.</p> <p>EC3E.2.7 Demonstrate and explain the concepts of different conditioning programs.</p> <p>EC3E.2.8 Develop and use a personal physical fitness log to record all workout data on a daily basis.</p>	<p>EC3F.2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p> <p>EC3F.2.2 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>EC3F.2.3 Explain the relationship between participation in dance activities and health.</p> <p>EC3F.2.4 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.</p> <p>EC3F.2.5 Develop and implement a month-long personal physical fitness plan that includes dance activities.</p> <p>EC3F.2.6 Explain how dance activities contribute to the development and maintenance of health-related physical fitness.</p> <p>EC3F.2.7 Demonstrate and explain the concepts of different conditioning programs.</p> <p>EC3F.2.8 Develop and use a personal physical fitness log to record all workout data on a daily basis.</p>	<p>EC4A.2.1 Identify and achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in a dance activity.</p> <p>EC4A.2.2 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a dance activity.</p> <p>EC4A.2.3 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance in dance activities.</p> <p>EC4A.2.4 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.</p>

<p>EC3D.2.8 Meet increasingly higher levels of strength, power, and endurance.</p> <p>EC3D.2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments.</p>	<p>EC3E.2.9 Meet increasingly higher levels of strength, power, and endurance.</p>	<p>EC3F.2.9 Meet increasingly higher levels of strength, power, and endurance.</p>	
--	--	--	--

DRAFT

PHYSICAL EDUCATION STANDARDS

Strand 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Elective Course 3A: Adventure/Outdoor Activities	Elective Course 3B: Aerobic Activities	Elective Course 3C: Individual and Dual Activities
<p>EC3A.3.1 Evaluate changes in self-responsibility as skill levels in adventure/outdoor activities improve.</p> <p>EC3A.3.2 Set personal goals for improved performance and enjoyment of adventure/outdoor activities.</p> <p>EC3A.3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in adventure/outdoor activities.</p> <p>EC3A.3.4 Compare and contrast the effective leadership skills used in adventure/outdoor activities and those used in other physical activities.</p> <p>EC3A.3.5 Evaluate the risks and safety factors that may affect participation in adventure/outdoor activities throughout a lifetime.</p> <p>EC3A.3.6 Explain how to select and modify adventure/outdoor activities to allow for participation by younger children, the elderly, and individuals with special needs.</p> <p>EC3A.3.7 Analyze the role of social interaction in the successful participation in and enjoyment of adventure/outdoor activities.</p> <p>EC3A.3.8 Accept and perform planned and spontaneous leadership assignments and roles in adventure/outdoor activities.</p>	<p>EC3B.3.1 Evaluate changes in self-responsibility as skill levels in aerobic activities improve.</p> <p>EC3B.3.2 Set personal goals for improved performance and enjoyment of aerobic activities.</p> <p>EC3B.3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in aerobic activities.</p> <p>EC3B.3.4 Compare and contrast the effective leadership skills used in aerobic activities and those used in other physical activities.</p> <p>EC3B.3.5 Evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.</p> <p>EC3B.3.6 Explain how to select and modify aerobic activities to allow for participation by younger children, the elderly, and individuals with special needs.</p> <p>EC3B.3.7 Analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.</p> <p>EC3B.3.8 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.</p> <p>EC3B.3.9 Analyze the role that cooperation and leadership play in aerobic activities.</p> <p>EC3B.3.10 Invite others to join in aerobic activity.</p>	<p>EC3C.3.1 Evaluate changes in self-responsibility as skill levels in individual and dual activities improve.</p> <p>EC3C.3.2 Set personal goals for improved performance and enjoyment of individual and dual activities.</p> <p>EC3C.3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in individual and dual activities.</p> <p>EC3C.3.4 Compare and contrast the effective leadership skills used in individual and dual activities and those used in other physical activities.</p> <p>EC3C.3.5 Identify and analyze individual and dual physical activities that enhance personal enjoyment.</p> <p>EC3C.3.6 Explain how to select and modify individual and dual activities to allow for participation by younger children, the elderly, and individuals with special needs.</p> <p>EC3C.3.7 Analyze the role of social interaction in the successful participation in and enjoyment of individual and dual activities.</p> <p>EC3C.3.8 Accept and perform planned and spontaneous leadership assignments and roles in individual and dual activities.</p> <p>EC3C.3.9 Analyze the role that cooperation and leadership play in individual and dual activities.</p> <p>EC3C.3.10 Evaluate the risks and safety factors that may affect participation in individual and dual activities throughout a lifetime.</p>

PHYSICAL EDUCATION STANDARDS

Strand 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Elective Course 3D: Weight Training and Fitness	Elective Course 3E: Aquatic Activities	Elective Course 3F: Dance	Elective Course 4A: Advanced Dance
<p>EC3D.3.1 Evaluate changes in self-responsibility as skill levels in adventure/outdoor activities improve.</p> <p>EC3D.3.2 Set personal goals for improved performance and enjoyment of adventure/outdoor activities.</p> <p>EC3D.3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level adventure/outdoor activities.</p> <p>EC3D.3.4 Display safe and responsible behavior while training.</p> <p>EC3D.3.5 Describe the role of motivation in physical activity.</p> <p>EC3D.3.6 Describe how the perception of effort and quality is a personal assessment and describe the role that perception plays in achieving fitness goals.</p> <p>EC3D.3.7 Identify and analyze weight-training and fitness activities that enhance personal enjoyment.</p> <p>EC3D.3.8 Evaluate the risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.</p>	<p>EC3E.3.1 Evaluate changes in self-responsibility as skill levels in aerobic activities improve.</p> <p>EC3E.3.2 Set personal goals for improved performance and enjoyment of aerobic activities.</p> <p>EC3E.3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.</p> <p>EC3E.3.4 Compare and contrast the effective leadership skills used in aquatic activities and those used in other physical activities.</p> <p>EC3E.3.5 Develop personal goals to improve performance in aquatic activities.</p> <p>EC3E.3.6 Identify and analyze aquatic activities that enhance personal enjoyment.</p> <p>EC3E.3.7 Evaluate the risks and safety factors that may affect participation in aquatic activities throughout a lifetime.</p> <p>EC3E.3.8 Identify and demonstrate personal responsibilities for safety and hygiene in the aquatics setting.</p>	<p>EC3F.3.1 Evaluate changes in self-responsibility as skill levels in dance improve.</p> <p>EC3F.3.2 Set personal goals for improved performance and enjoyment of dance.</p> <p>EC3F.3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level dance.</p> <p>EC3F.3.4 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.</p> <p>EC3F.3.5 Develop personal goals to improve performance in dance activities.</p> <p>EC3F.3.6 Identify and analyze dance activities that enhance personal enjoyment.</p> <p>EC3F.3.7 Evaluate the risks and safety factors that may affect participation in dance activities throughout a lifetime.</p> <p>EC3F.3.8 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.</p>	<p>EC4A.3.1 Evaluate changes in self-responsibility as skill levels in dance activities improve.</p> <p>EC4A.3.2 Set personal goals for improved performance and enjoyment of dance activities.</p> <p>EC4A.3.3 Perform planned and spontaneous leadership assignments and roles in high-level dance activities.</p> <p>EC4A.3.4 Create dances in groups using the improvisational process and create a structure for a dance to share with another group.</p> <p>EC4A.3.5 Create, demonstrate and perform using constructive cooperation in a group dance combining dance elements, aesthetic principles, and multiple choreographic forms.</p>

<p>EC3D.3.9 Explain how to select and modify weight-training and fitness activities to allow for participation by younger children, the elderly, and individuals with special needs.</p> <p>EC3D.3.10 Analyze the role of social interaction in the successful participation in and enjoyment of weight-training and fitness activities.</p> <p>EC3D.3.11 Assist others in the achievement of their fitness goals.</p>	<p>EC3E.3.9 Explain how to select and modify aquatic activities to allow for participation by younger children, the elderly, and individuals with special needs.</p> <p>EC3E.3.10 Analyze the role of social interaction in the successful participation in and enjoyment of aquatic activities.</p> <p>EC3E.3.11 Accept and perform planned and spontaneous leadership assignments and roles in aquatic activities.</p> <p>EC3E.3.12 Analyze the role that cooperation and leadership play in aquatic activities.</p>	<p>EC3F.3.9 Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.</p> <p>EC3F.3.10 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.</p> <p>EC3F.3.11 Analyze the role that cooperation and leadership play in dance activities.</p> <p>EC3F.3.12 Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings.</p>	
--	--	--	--

DRAFT

Glossary

Aerobic activity: Exercise that can be performed for a long duration because the energy required can be provided by the burning of fuel, which normally occurs in muscle cells in the presence of oxygen. Aerobic activity may help control body weight, reduce the percentage of body fat, improve the circulatory function and respiratory functions, and reduce blood pressure. Examples include aerobic dance, cycling, jogging, power walking, in-line skating, step aerobics, kickboxing, and super circuit.

Base of support: The area of the base or foundation that supports the body. The base of support may include one or more body parts and the distance between them. The ability to stabilize the body is directly proportional to the area of the base of support. For example, if the two feet are close together, the base of support is narrow and stability is limited. If the two feet are separated by some distance, the base of support is increased and provides more stability.

Biomechanics: The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve efficiency and effectiveness.

Body composition: The proportion of fat-free mass (e.g., muscle, bone, vital organs, and tissues) to fat mass in the body.

Body management: Basic skills focusing on the ability to control the body and body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Combative activities: A group of physical activities that utilize basic combatives-- pulling, pushing, defiances, stands, and guards. Some examples include wrestling, fencing, boxing, kickboxing, martial arts, and self-defense.

Components of health-related physical fitness: Muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition.

Cool-down exercises: Five to ten minutes of light to moderate physical activity. Cool-down exercises help the body recover from exercise. This process maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Dehydration: The loss of water and important blood salts, such as potassium and sodium, that are essential for vital organ functions.

Dual physical activities: Physical activities that require two participants. Examples include tennis, racquetball, and badminton.

Ergogenic aids: Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Even-beat locomotor skills: Examples include walking, running, hopping, and jumping.

F.I.T.T. principle: The frequency, intensity, time, and type of physical activities are interdependent principles for gaining and maintaining physical fitness.

Flexibility: The ability to move joints of the body through a normal range of motion.

Folk dance: A dance that has been developed through the traditions of culture and has been passed down from generation to generation.

Group dynamics: The interactions and interrelationships of people in a group.

Health: Optimal well-being that contributes to the quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Health-related physical fitness: Consists of those components of physical fitness that have a relationship to good health: body composition, aerobic capacity, flexibility, muscle endurance, and muscle strength.

Intensity: A principle of training that establishes how hard to exercise.

Large-muscle group: Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large-muscle groups are the muscles in the arms, back, and legs.

Locomotor movements: The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

Long-handled implement: A piece of equipment used in performing motor skills. The long handle positions the hand some distance away from the surface of the implement that comes in contact with the ball. Some examples include a hockey stick, bat, tennis racquet, and lacrosse stick.

Moderate physical activity: Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Movement patterns: An organized series of related movements.

Muscle endurance: The ability to contract the muscles many times without tiring or the ability to hold one contraction for an extended period.

Muscle strength: The ability of a muscle to exert force. Strength is measured as the amount of force a muscle can produce.

Non-locomotor movements: Movement that is organized around the axis of the body, including bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.

Overload: The principle of exercise that states that placing a greater-than-normal physical demand on the body will require the body to adapt to the greater load by increasing the body's efficiency and strength.

Perceived exertion: A way of rating how hard one feels the body is working during physical activity; it is based on physical sensations experienced, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

Physical fitness: A positive state of wellbeing with a low risk of premature health problems and with the energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup, and nutritional adequacy.

Principles of training/principles of exercise: Principles to follow in planning an exercise program to effect physiological changes in the human body related to health and performance: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity, and time.

Progression: A principle of training that establishes increases in the amount and intensity of physical activity needed to provide improvements over periods of time.

Rhythmic skills: Skills that develop an understanding of and a feeling for the elements of rhythm. Examples of physical activities that allow students to express themselves rhythmically include creative movement, folk dance, square dance, and interpretive dance.

Short-handled implement: A piece of equipment used in performing motor skills. The short handle positions the hand close to the surface of the implement that comes in contact with the ball. Some examples include a racquetball racket, a paddle used in paddle games, and a modified lacrosse stick.

Specificity: A principle of training that establishes a particular kind of activity for each component of physical fitness.

Striking pattern: A fundamental motor skill in which an object is hit, with or without an implement.

Time: A principle of training that establishes the amount of time for each exercise period.

Travel: Movement of the body from one point to another.

Uneven-beat locomotor skill: Examples include galloping, sliding, skipping, and leaping.

Vigorous physical activity: Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and respiration rate.

Volley: To strike a ball upward.

Warm-up exercises: Low-intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for high-intensity physical activity.

Weight/resistance training: The principle that the use of an implement, a device, or the body weight as a resistance can enhance some physical characteristic, such as strength or muscular endurance.

State Board of Education

Robert Bobb.....	President
Mary Lord.....	District 1 (Wards 1 & 2)
Sekou Biddle.....	District 2 (Wards 3 & 4)
Lisa Raymond.....	District 3 (Wards 5 & 6)
William Lockridge.....	District 4 (Wards 7 & 8)
Tonya Kinlow.....	Appointed
Laura Slover	Appointed
Ted Trabue.....	Appointed
Christine Johnson.....	Student Representative
Loren A. Stevens.....	Student Representative

Acknowledgements

The following central office staffers, educators, parents, and community members helped to develop these learning standards for the District of Columbia Public Schools' Health Education Program. Their contributions are greatly appreciated.

Barbara Rockwood, Executive Director of Health, Physical Education and Athletics, District of Columbia Public Schools
Heather Holaday, Program Specialist, Health, Physical Education and Athletics
Marc Clark, Ph.D., Director of Health Operations

American Alliance of Health, Physical Education, Recreation and Dance
Diane Raynes, National Association for Sport and Physical Education

Johnathan Abraham, Banneker Senior High School
Dorcas Adkins, Washington Area Bicyclist Association
American University, National Center for Health and Fitness
Pat Ashton, Dunbar Senior High School
Marshall Banks, Ph.D., Howard University
Joyce Barker, Ph.D., Howard University
Sarah Irvine Belson, Ph.D., American University
Eleanor Beverly, Eliot Junior High School
Vernon Bond, Ph.D., Howard University
Joel Bounds, DC Preparatory
Denyce S. Calloway, Ph.D., Howard University
Tesa Chubbs, Children's Hospital
Roberta Collins, Hyde Charter
John Goudeaux, Principal, Amidon Elementary School
Sydney Hall, University of the District of Columbia
Dianne Harris, Friendship Charter School
Glen Harrison, Washington Area Bicyclist Association
John Heath, Department of Health
Lucille Hester, Hardy Middle School
Roberta Hollander, Howard University
Russell Holmes, Stevens Elementary School
Gerunda Hughes, Howard University
Betsy Johnson, SAIL Public Charter School
Robert Karch, Ph.D., American University
Aaron Lacoïn, SAIL Public Charter School

Brenson Long, Oakhill Academy
Sarah Martin, Cesar Chavez Public Charter School
Amy Nakomoto, DC SCORES
Perry Nichols, St. Coletta Charter School
Jeremy Ogusky, Metro Teen AIDS
Girard Payton, KIMA Charter
Burnis Parker, Cardozo Senior High School
Pam Parker, Kelly Miller Middle School
Craig Peppers, Two Rivers Charter School
Tina Smith, Anacostia High School
Anastasia Snelling, Ph.D., American University
Clydie Spann, Deal Junior High School
Denise Temple-Berger, Tree of Life Community Public Charter School
Adam Tenner, Metro Teen AIDS
Kenneth Tereyak, Georgetown University
Michelle Tingling-Clemmons, Department of Health
Colleen Whitmore, Department of Health
Camille White, Deal Junior High
Jonathan Wright, Joy of Sports

DRAFT