

St. Philomena School

**MODEL CONTENT STANDARDS
&
GRADE LEVEL EXPECTATIONS**

PHYSICAL EDUCATION

INTRODUCTION

St. Philomena School Model Content Standards for Physical Education

Physical education is a component of education that takes place through movement. It creates the opportunity for individuals to learn and understand academic applications for healthy lives. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in physical education settings. Students integrate and apply these skills in everyday life. Through regular participation in physical activity, students will have the opportunity to develop a pattern of life-enhancing and self-rewarding experiences that contribute to their potential to be healthier members of society. Students should be challenged to participated daily in healthy choices and healthy-enhancing activities and behaviors.

Physical education and athletic programs have different purposes. The purpose of physical education is for all students:

- To learn and develop fundamental movement skills;
- To become physically fit to participate regularly in physical activity;
- To know the implications of the benefits from involvement in physical activities; and
- To appreciate the value of physical activity and its contributions to a healthy lifestyle.

In contrast, athletic programs are essentially designed for students who desire to specialize in one or more sports and refine their talents in order to compete with others of similar interests and abilities.

Developmentally appropriate physical education programs are designed for every child from the physically gifted to the physically challenged. The intent is to provide students of all abilities and interests with a foundation of movement experiences that will eventually lead to active and healthy lifestyles. Physical education provides educational experiences that are movement based and that contribute to a student's comprehensive health status as well as other areas of academic performance and achievement.

Adjustments in teaching strategies to educate students with challenging conditions must be expected and accepted as a variable which will influence student results.

As an integral part of the educational process, physical education provides opportunities for students to participate in activities that promote wellness. Utilizing the strategies of problem solving, goal setting, and cooperative learning, physical education contributes to the understanding and knowledge of a healthy, active lifestyle, emphasizes safe and cooperative physical activity practices, and contributes to an understanding of the consequences of substance abuse and to the practice and promotion of non-violent physical activity. As a result of physical education, students are more likely to be better prepared as productive students, workers and contributors to their communities and organizations within society, as documented by the American Heart Association; the US Department of Health and Human Services, "A Report of the Surgeon General and the National Association for Sport and Physical Education (NASPE)."

Model Content Standards

Physical Education

A physically educated student:

- 1. Demonstrates competency in many movement forms and proficiency in a few movement forms;**
- 2. Demonstrates competency in physical fitness. Exhibits a physically active performance in physical education class;**
- 3. Demonstrates the knowledge of factors important to participation in physical activity. The student achieves and maintains a health-enhancing level of physical fitness;**
- 4. Demonstrates responsible personal and social behavior in physical activity settings. Demonstrates understanding and respect for differences among people in physical activity settings;**
- 5. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.**

Standard 1:

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

RATIONALE:

As with all academic areas, basic skills are the foundation of a more active and productive life. The daily quality application of fundamental movement skills is the process by which we develop skillful movers.

GRADE K

- Demonstrate knowledge and application of fundamental movement skills, locomotor, non-locomotor and manipulative
- Demonstrate even rhythmic locomotor movements; walk, run, leap, hop, and jump and uneven rhythmic locomotor movements: gallop, slide and skip
- Demonstrate dynamic and static balance, with control, on a variety of moving and stationary objects or equipment
- Demonstrate mature patterns in the fundamental manipulative skills; throw, catch, kick, trap, roll, dribble, strike, and volley
- Develop patterns and combinations of movement into repeatable sequences
- Demonstrate clear contrasts between slow and fast speeds while travelling
- Walk and run using a mature motor pattern
- Travel, in different ways, in a large group without bumping into others
- Demonstrate the ability to change direction (dodge), transfer weight (feet to hands) and fall with control
- Travel in forward and sideways directions, and change direction quickly in response to a signal
- Move using the concepts from the movement framework-body, space, effort and relationship
- Demonstrate competency in a variety of developmentally appropriate movement skills

GRADE 1

- Demonstrate knowledge and application of fundamental movement skills, locomotor, non-locomotor and manipulative
- Demonstrate even rhythmic locomotor movements; walk, run, leap, hop, and jump and uneven rhythmic locomotor movements: gallop, slide and skip
- Demonstrate dynamic and static balance, with control, on a variety of moving and stationary objects or equipment
- Demonstrate mature patterns in the fundamental manipulative skills; throw, catch, kick, trap, roll, dribble, strike, and volley
- Develop patterns and combinations of movement into repeatable sequences
- Demonstrate clear contrasts between slow and fast speeds while travelling
- Walk and run using a mature motor pattern
- Travel, in different ways, in a large group without bumping into others

- Demonstrate the ability to change direction (dodge), transfer weight (feet to hands) and fall with control
- Travel in forward and sideways directions, and change direction quickly in response to a signal
- Demonstrate the application of rules, strategies and behaviors in a variety of physical activity sports
- Move using the concepts from the movement framework-body, space, effort and relationship
- Demonstrate competency in a variety of developmentally appropriate movement skills
- Apply movement skills to new activities and sports
- Demonstrate the application of rules, strategies, and behaviors in a variety of physical activities and sports
- Distinguish between straight, curved, and zig-zag pathways while traveling in various ways

GRADE 2

- Demonstrate knowledge and application of fundamental movement skills, locomotor, non-locomotor and manipulative
- Demonstrate even rhythmic locomotor movements; walk, run, leap, hop, and jump and uneven rhythmic locomotor movements: gallop, slide and skip
- Demonstrate dynamic and static balance, with control, on a variety of moving and stationary objects or equipment
- Demonstrate mature patterns in the fundamental manipulative skills; throw, catch, kick, trap, roll, dribble, strike, and volley
- Develop patterns and combinations of movement into repeatable sequences
- Demonstrate clear contrasts between slow and fast speeds while travelling
- Walk and run using a mature motor pattern
- Travel, in different ways, in a large group without bumping into others
- Demonstrate the ability to change direction (dodge), transfer weight (feet to hands) and fall with control
- Travel in forward and sideways directions, and change direction quickly in response to a signal
- Move using the concepts from the movement framework-body, space, effort and relationship
- Demonstrate competency in a variety of developmentally appropriate movement skills
- Demonstrate the application of rules, strategies and behaviors in a variety of physical activity and sports
- Travel changing speeds and directions, in response to a variety of rhythms
- Combine various travelling patterns in time to the music
- Skip, hop, gallop, and slide using mature motor patterns

GRADE 3

- Demonstrate knowledge and application of fundamental movement skills, locomotor, non-locomotor and manipulative

- Demonstrate even rhythmic locomotor movements; walk, run, leap, hop, and jump and uneven rhythmic locomotor movements: gallop, slide and skip
- Demonstrate dynamic and static balance, with control, on a variety of moving and stationary objects or equipment
- Demonstrate mature patterns in the fundamental manipulative skills; throw, catch, kick, trap, roll, dribble, strike, and volley
- Develop patterns and combinations of movement into repeatable sequences
- Demonstrate clear contrasts between slow and fast speeds while travelling
- Walk and run using a mature motor pattern
- Travel, in different ways, in a large group without bumping into others
- Demonstrate the ability to change direction (dodge), transfer weight (feet to hands) and fall with control
- Travel in forward and sideways directions, and change direction quickly in response to a signal
- Move using the concepts from the movement framework-body, space, effort and relationship
- Demonstrate competency in a variety of developmentally appropriate movement skills
- Demonstrate the application of rules, strategies and behaviors in a variety of physical activity and sports
- Travel changing speeds and directions, in response to a variety of rhythms
- Combine various travelling patterns in time to the music
- Skip, hop, gallop, and slide using mature motor patterns
- Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others

GRADE 4

- Incorporate basic defensive and offensive strategies in modified net games (for example; tennis, volleyball, badminton) and invasive games (for example; soccer, basketball)
- Leap, leading with either foot
- Combine skills to competently participate in a variety of individual, team and dual sports (for example; soccer, softball, tennis, track and field, team handball, floor hockey, and tumbling)
- Roll, in a backwards direction, without hesitating or stopping
- While travelling, avoid or catch an individual or object
- Demonstrate one or more of the following dance or rhythmic activities: rope jumping, lummi sticks and tinikling, square, creative or aerobic dance

GRADE 5

- Incorporate basic defensive and offensive strategies in modified net games (for example; tennis, volleyball, badminton) and invasive games (for example; soccer, basketball)
- Leap, leading with either foot
- Combine skills to competently participate in a variety of individual, team and dual sports (for example; soccer, softball, tennis, track and field, team handball, floor hockey, and tumbling)

- Roll, in a backwards direction, without hesitating or stopping
- Avoid or catch an individual or object while travelling
- Demonstrate one or more of the following dance or rhythmic activities: rope jumping, lummi sticks and tinikling, square, creative or aerobic dance

GRADE 6

- Design and perform dance sequences that combine travelling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow
- Design and refine a routine, combining various jump rope movements to music, so that it can be repeated without error
- Participate in games, sport and dance and outdoor pursuits, both in and out of school, based on individual capabilities and interests
- Perform locomotor and non locomotor skills in dynamic fitness (for example; group exercises, aerobics, and obstacle courses)
- Perform locomotor and non locomotor skills in sports (for example; running, faking and manipulative)
- Perform locomotor and non locomotor in rhythmic activities (for example; moving to the beat)
- Identify and use defensive strategies (slow the advance of a opponent, regain possession of the ball) while playing a modified version of a game or sport in small group activities
- Identify and use offensive strategies (for example; evasive maneuvers ,game plan, maintain possession of the ball, advancement to make a play or score) while playing a modified version of a game or sport in small group activities
- Throw and catch a ball consistently while being guarded by an opponent
- Place or maneuver the ball away from an opponent in net or invasion games
- Place or maneuver the ball using offensive strategies in net or invasion games
- Hand and foot dribble while preventing an opponent from stealing the ball
- Keep an object continuously in the air while moving (for example; ball, foot bag)

GRADE 7

- Perform locomotive and non-locomotive skills in dynamic fitness and/or activities (for example; group exercises, manipulatives and circuits)
- Demonstrate competency in a variety of development
- Perform locomotive and non-locomotive in sport (for example; moving and changing direction based on opponents movements)
- Move using the concepts from the movement framework-body, space, effort and relationship
- Demonstrate even rhythmic locomotor movements; walk, run, leap, hop, and jump and uneven rhythmic locomotor movements: gallop, slide and skip
- Demonstrate selected elements of the mature form of the manipulative skills of catching, passing, hand dribble, shooting, volleying and punting in isolated settings

- Demonstrate dynamic and static balance, with control, on a variety of moving and stationary objects or equipment
- Demonstrate selected elements of sport specific skills focusing on moving, dribbling, passing and shooting
- Demonstrate mature patterns in the fundamental manipulative skills; throw, catch, kick, trap, roll, dribble, strike, and volley
- Demonstrate offensive and defensive strategies while playing a basic version of a team or individual sport (for example; creating space, moving an opponent)
- Place or maneuver ball or object to and away from multiple partners in a sport activity
- Combine skills competently to participate in modified versions of team and individual sports
- Demonstrate strategies for net and invasion games
- Demonstrate use of strategies/tactics within a variety of physical activities
- Demonstrates basic competency in more complex motor skills and more advanced specialized skills related to specific sports activities
- Develop patterns and combinations of movement into repeatable sequences
- Demonstrate the ability to change direction (dodge), transfer weight (feet to hands) and fall with control

GRADE 8

- Use basic offensive and defensive strategies in a modified version of a team sport and an individual sport
- Participates in modified versions of team and individual sports
- Move using the concepts from the movement framework-body, space, effort and relationship
- Demonstrates the ability to create rhythmic movement pattern
- Demonstrate strategies for net and invasion games
- Demonstrate mastery in striking skills while stationary and moving with objects of different shape, size, texture and weight
- Demonstrate mature patterns in the fundamental manipulative skills; throw, catch, kick, trap, roll, dribble, strike, and volley
- Understand and apply strategies of attacking and defending space in manipulative activities
- Demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and goal
- Analyze and apply advance movements and game strategies
- Developing patterns and combinations of movement into repeatable sequences
- Perform hand and foot dribbles while preventing an opponent from stealing the ball
- Demonstrate the ability to change direction (dodge), transfer weight (feet to hands) and fall with control

STANDARD 2:

Demonstrates competency in physical fitness and exhibits a physically active performance in physical education class.

RATIONALE:

Through regular participation in physical activity, students will develop appropriate levels of physical fitness. By obtaining and maintaining appropriate levels of fitness, students will be able to carry out daily tasks without undue fatigue, respond to emergency situation, and possess sufficient energy to enjoy active and productive lifestyles.

GRADE K

- Perform aerobic and anaerobic exercises
- Develop health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Maintain appropriate body alignment while performing fitness activities
- Demonstrate competency in the following performance-related or motor skilled fitness components, agility, balance, coordination, power, reaction time and speed
- Travel, demonstrating a variety of relationships with objects (for example; over, under, behind, alongside, through)
- Control and supporting body weight in a variety of fitness activities

GRADE 1

- Perform aerobic and anaerobic exercises
- Develop health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Maintain appropriate body alignment while performing fitness activities
- Demonstrate competency in the following performance-related or motor skilled fitness components, agility, balance, coordination, power, reaction time and speed
- Travel, demonstrating a variety of relationships with objects (for example; over, under, behind, alongside, through)
- Control and support body weight in a variety of fitness activities
- Make both large and small shapes while traveling
- Demonstrate an understanding that physical fitness is a part of a wellness program
- Toss a ball and catch it before it bounces twice
- Form round, narrow, wide, and twisted body shapes alone and with a partner

GRADE 2

- Perform aerobic and anaerobic exercises
- Develop health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Maintain appropriate body alignment while performing fitness activities

- Demonstrate competency in the following performance-related or motor skilled fitness components, agility, balance, coordination, power, reaction time and speed
- Travel, demonstrating a variety of relationships with objects (for example; over, under, behind, alongside, through)
- Control and supporting body weight in a variety of fitness activities
- Maintain appropriate body alignment while performing fitness activities
- Controlling and support body weight in a variety of fitness activities
- Jump and land using a combination one and two foot take-offs and landings
- Roll smoothly in a forward direction without stopping or hesitating
- Move feet into a high level by placing the weight on the hands and landing with control
- Manage own body weight while hanging and climbing

GRADE 3

- Perform aerobic and anaerobic exercises
- Develop health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Maintain appropriate body alignment while performing fitness activities
- Demonstrate competency in the following performance-related or motor skilled fitness components, agility, balance, coordination, power, reaction time and speed
- Travel, demonstrating a variety of relationships with objects (for example; over, under, behind, alongside, through)
- Control and supporting body weight in a variety of fitness activities
- Maintain appropriate body alignment while performing fitness activities
- Controlling and support body weight in a variety of fitness activities
- Jump and land using a combination one and two foot take-offs and landings
- Roll smoothly in a forward direction without stopping or hesitating
- Move feet into a high level by placing the weight on the hands and landing with control
- Manage own body weight while hanging and climbing
- Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts
- Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground
- Strike a ball repeatedly with a paddle

GRADE 4

- Demonstrate various techniques, safety factors and knowledge required in a variety of muscular endurance and strength activities
- Participate in a variety of aerobic and anaerobic activities to attain cardiovascular endurance
- Demonstrate correct technique for increasing and maintaining flexibility

- Demonstrate correct technique for warming up and cooling down prior to and following aerobic and anaerobic exercise
- Transfer weight, from feet to hands, at fast and slow speeds using large extensions (for example; mulekick, handstands and cartwheels)
- Hand dribble and foot dribble a ball and maintain control while travelling within a group
- Strike a softly thrown , lightweight ball back to a partner using a variety of body parts and combination of body parts (for example; the bump volley in volleyball, the thigh in soccer)
- Develop patterns and combination of movements into repeatable sequences
- Without hesitating, travel into and out of a rope turned by others
- Jump and land for height, and jump and land for distance using a mature motor pattern
- Maintain appropriate body alignment during activity (for example; lift, carry, push, pull)
- Demonstrate how physical fitness increases wellness

GRADE 5

- Demonstrate various techniques, safety factors and knowledge required in a variety of muscular endurance and strength activities
- Participate in a variety of aerobic and anaerobic activities to attain cardiovascular endurance
- Demonstrate correct technique for increasing and maintaining flexibility
- Demonstrate correct technique for warming up and cooling down prior to and following aerobic and anaerobic exercise
- Transfer weight, from feet to hands, at fast and slow speeds using large extensions (for example; mulekick, handstands and cartwheels)
- Hand dribble and foot dribble a ball and maintain control while travelling within a group
- Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combination of body parts (for example; the bump volley in volleyball, the thigh in soccer)
- Develop patterns and combination of movements into repeatable sequences
- Without hesitating, travel into and out of a rope turned by others
- Jump and land for height, and jump and land for distance using a mature motor pattern
- Maintain appropriate body alignment during activity (for example; lift, carry, push, pull)
- Demonstrate how physical fitness increases wellness

GRADE 6

- Leap, roll, balance, transfer weight, bat, volley, hand and foot dribble and strike a ball with a paddle using mature motor patterns
- Throw a variety of objects demonstrating both accuracy and distance. (for example; Frisbees, footballs, baseballs, nerf balls)

- Consistently strike a ball to a wall or partner with a paddle using forehand and backhand strokes
- Consistently strike a ball using a tennis racket, hockey stick, baseball bat, so that it travels in an intended direction and height
- Hand dribble and foot dribble while preventing an opponent from stealing the ball
- Develop patterns and combinations of movements into repeatable sequences
- Practice and apply throwing and catching at different levels using a variety of force
- Identify opportunities to participate in the five components of health related fitness (cardio-respiratory, endurance, muscular strength, body composition and flexibility)
- Know the elements of a healthy lifestyle

GRADE 7

- Develop health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Analyze and correct movement errors in skills necessary to participate in manipulative activities
- Demonstrate the ability to maintain static and dynamic balance while performing a task
- Identify and explain at least three tactics involved in playing an invasion sport
- Demonstrate selected use of tactical problems including scoring, defending object or person, preventing scoring, defending space as a team, and communicating during modified striking, invasion and fielding games
- Demonstrate competency in the mature form in all locomotive skills
- Demonstrate competency in the following performance-related or motor skilled fitness components, agility, balance, coordination, power, reaction time and speed
- Perform aerobic and anaerobic exercises
- Maintain appropriate body alignment while performing fitness activities
- Control and support body weight in a variety of fitness activities

GRADE 8

- Develop health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Demonstrate competency in the following performance-related or motor skilled fitness components, agility, balance, coordination, power, reaction time and speed
- Perform aerobic and anaerobic exercises
- Demonstrate mastery in the following patterns of movement related to striking objects with body parts (for example; kicking, punting, dribbling, volleying, serving etc.)
- Demonstrate mastery in skills to strike both stationary and moving objects with different body parts
- Exhibit an improved level of manipulative skills while stationary and moving with objects of different shapes, sizes, textures and weight

- Identify opportunities in school for regular participation in physical activity
- Combine skills competently to participate in modified versions of team and individual sports
- Maintain appropriate body alignment while performing fitness activities
- Control and support body weight in a variety of fitness activities

STANDARD 3:

Demonstrates the knowledge of factors important to participation in physical activities. The students achieve and maintain a health-enhancing level of physical fitness.

RATIONALE:

The media and a variety of scientific sources report new evidence regarding the direct relationship between the comprehensive health of the student, the successful academic person and the quality producer in the work force. Therefore, in order to become a more active and productive citizen, the student must know how to make safe, health, and wise decisions about physical activity.

GRADE K

- Demonstrate knowledge of games, rules and sportsmanship
- Demonstrate knowledge of the fundamental components, strategies, equipment and technology used for participation in a variety of physical activities
- Describe the healthful benefits that result from regular and safe participation in physical activity
- Identify the origins of physical education activities through low-organized games and dances representing a variety of ethnic cultures
- Demonstrate knowledge of the mature stage of fundamental movement skill
- Roll sideways (right or left) without hesitating or stopping
- Sustain moderate physical activity
- Kick a stationary ball using a smooth, continuous running approach prior to the kick
- Identify feelings that result from participation in physical activities
- Participate daily in vigorous physical activity

GRADE 1

- Demonstrate knowledge of games, rules and sportsmanship
- Demonstrate knowledge of the fundamental components, strategies, equipment and technology used for participation in a variety of physical activities
- Describe the healthful benefits that result from regular and safe participation in physical activity
- Identify the origins of physical education activities through low-organized games and dances representing a variety of ethnic cultures
- Demonstrate knowledge of the mature stage of fundamental movement skill
- Roll sideways (right or left) without hesitating or stopping
- Sustain moderate physical activity

- Kick a stationary ball. Using a smooth, continuous running approach prior to the kick
- Identify feelings that result from participation in physical activities
- Participate daily in vigorous physical activity
- Place a variety of body parts into high, middle and low levels
- Without falling, walk forward and sideways the length of a bench
- Roll sideways (right or left) without hesitating or stopping
- Demonstrate the difference between an overhand and an underhand throw
- Kick a stationary ball using a smooth, continuous running approach prior to the kick
- Continuously jump a swinging rope held by others
- Sustain moderate physical activity
- Identify select body parts, skills and movement concepts
- Recognize that skill development requires practice

GRADE 2

- Demonstrate knowledge of games, rules and sportsmanship
- Demonstrate knowledge of the fundamental components, strategies, equipment and technology used for participation in a variety of physical activities
- Describe the healthful benefits that result from regular and safe participation in physical activity
- Identify the origins of physical education activities through low-organized games and dances representing a variety of ethnic cultures
- Demonstrate knowledge of the mature stage of fundamental movement skill
- Roll sideways (right or left) without hesitating or stopping
- Sustain moderate physical activity
- Kick a stationary ball using a smooth, continuous running approach prior to the kick
- Identify feelings that result from participation in physical activities
- Participate daily in vigorous physical activity
- Develop health related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Develop competency in the following performance-related or motor skill fitness components; agility, balance, coordination, power, reaction time and speed
- Develop an understanding that physical fitness is a part of a wellness program
- Demonstrate knowledge that physical education activities such as dance and sports come from a variety of cultural, historical, ethnic and national origins
- Demonstrate knowledge of rules, strategies and appropriate behaviors for selected physical activities
- Participate in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects

GRADE 3

- Demonstrate knowledge of games, rules and sportsmanship
- Demonstrate knowledge of the fundamental components, strategies, equipment and technology used for participation in a variety of physical activities

- Describe the healthful benefits that result from regular and safe participation in physical activity
- Identify the origins of physical education activities through low-organized games and dances representing a variety of ethnic cultures
- Demonstrate knowledge of the mature stage of fundamental movement skill
- Roll sideways (right or left) without hesitating or stopping
- Sustain moderate physical activity
- Kick a stationary ball using a smooth, continuous running approach prior to the kick
- Identify feelings that result from participation in physical activities
- Participate daily in vigorous physical activity
- Develop health related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Develop competency in the following performance-related or motor skill fitness components; agility, balance, coordination, power, reaction time and speed
- Develop an understanding that physical fitness is a part of a wellness program
- Demonstrate knowledge that physical education activities such as dance and sports come from a variety of cultural, historical, ethnic and national origins
- Demonstrate knowledge of rules, strategies and appropriate behaviors for selected physical activities
- Participate in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects
- Identify and describe the benefits, risks and safety factors associated with regular participation in physical activity
- Catch ,using properly positioned hands, a gently thrown ball
- Dribble a ball, continuously, using the hands or feet without losing control
- Use at least three different body parts to strike a ball towards a target
- Strike a ball consistently with a bat from a tee or cone using a correct grip and side orientation
- Throw a ball hard demonstrating an overhand and underhand technique
- Jump a self turned rope repeatedly
- Combine shapes, levels and pathways into simple sequences
- Move each joint through a full range of motion
- Recognize similar movement concepts in a variety of skills

GRADE 4

- Recognize fundamental components and strategies used in simple games and activities
- Demonstrate an understanding of the negative effects of substance abuse on personal fitness and the performance of physical activities
- Support, lift and control body weight in a variety of activities
- Demonstrate and understanding of physiological and motor learning concepts during regular participation in physical activities
- Balance, with control, on a variety of objects (for example; balance beam, scooters etc.)

- Maintain continuous aerobic activity for a specified time
- Demonstrate knowledge of the factors in both health-related and performance-related fitness
- Identify ways movement concepts can be used to refine movement skills
- Describe essential elements of mature movement patterns
- Analyze potential risks associated with physical activities
- Demonstrate knowledge of defensive and offensive strategies in lead-up games and sports
- Throw, catch and kick using mature patterns
- Strike a softly thrown ball consistently with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane
- Detect, analyze, and correct errors in personal performance

GRADE 5

- Recognize fundamental components and strategies used in simple games and activities
- Demonstrate an understanding of the negative effects of substance abuse on personal fitness and the performance of physical activities
- Support, lift and control body weight in a variety of activities
- Demonstrate and understanding of physiological and motor learning concepts during regular participation in physical activities
- Balance, with control, on a variety of objects (for example; balance beam, scooters etc.)
- Maintain continuous aerobic activity for a specified time
- Demonstrate knowledge of the factors in both health-related and performance-related fitness
- Identify ways movement concepts can be used to refine movement skills
- Describe essential elements of mature movement patterns
- Analyze potential risks associated with physical activities.
- Demonstrate knowledge of defensive and offensive strategies in lead-up games and sports
- Throw, catch and kick using mature patterns
- Strike a softly thrown ball consistently with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane
- Detect, analyze, and correcting errors in personal performance

GRADE 6

- Differentiate between resting heart rate and active heart rate
- Demonstrate how to find pulse to determine heart rate
- Identify rules and safe practices for lead up games and activities
- Modify performance, based on feedback, to improve skills
- Modify performance, based on feedback, to improve skills

- Practice and apply throwing and catching at different levels using a variety of force
- Demonstrate selected use of tactical problems including scoring, defending object or person, preventing scoring, defending space as a team, and communicating during modified striking, invasion, and fielding games
- Understand and demonstrate guidelines and behaviors for safe participation during physical activity
- Demonstrating knowledge of the factors in both health-related and performance-related fitness
- Distinguish the difference between compliance and noncompliance with game rules
- Describe essential elements of mature movement patterns
- Analyze potential risks associated with physical activities
- Demonstrating knowledge of defensive and offensive strategies in lead-up games and sports
- Throw, catch and kick using mature patterns
- Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane
- Identify the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination)
- Explores a variety of new physical activities for personal interest in and out of physical education class

GRADE 7

- Demonstrate knowledge of games, rules and sportsmanship
- Demonstrate knowledge of the fundamental components, strategies, equipment and technology used for participation in a variety of physical activities
- Describe the healthful benefits that result from regular and safe participation in physical activity
- Identify the origins of physical education activities through low-organized games and dances representing a variety of ethnic cultures
- Identify opportunities in the school and community for regular participation in physical activity
- Explore a variety of new physical activities for personal interest in and out of physical education class
- Identify personal interests, capabilities and resources in regard to one's exercise behavior and attempt one new activity during the school year
- Select and use appropriate technology tools to evaluate, monitor, and improve physical development
- Describe the elements of a healthy lifestyle
- Demonstrate knowledge of the mature stage of fundamental movement skill
- Design games and movement sequences

GRADE 8

- Demonstrate knowledge of games, rules and sportsmanship
- Demonstrate knowledge of the fundamental components, strategies, equipment and technology used for participation in a variety of physical activities
- Describe the healthful benefits that result from regular and safe participation in physical activity
- Identify the origins of physical education activities through low-organized games and dances representing a variety of ethnic cultures
- Select and use the appropriate technology tools to evaluate, monitor and improve physical development
- Identify and describe the skill-related components of fitness (agility, speed, power, balance, reaction time and coordination)
- Demonstrate knowledge of the mature stage of fundamental movement skill
- Identify and describe the five components of health-related fitness.
(cardiovascular fitness, muscular strength, endurance, flexibility and body composition)
- Design games and movement sequences

STANDARD 4:

Demonstrates responsible personal and social behavior in physical activity settings and demonstrates understanding and respect for differences among people in physical activity settings.

RATIONALE:

Whether on the field, in the gymnasium or anywhere competition is fostered the students will demonstrate a social behavior that is sportsmanlike and maintain that behavior throughout their lifetime.

GRADE K

- Explain what competition is and how to be a “good sport”
- Be able to play a game and not ridicule, make excuses or blame anyone for the outcome
- Get along with all students and work together on various teams and in various situations
- Give examples of poor sportsmanship or bad behavior in an athletic situation
- State guidelines and behaviors for the safe use of equipment and apparatus

GRADE 1

- Explain what competition is and how to be a “good sport”
- Be able to play a game and not ridicule, make excuses or blame anyone for the outcome
- Get along with all students and work together on various teams and in various situations
- Give examples of poor sportsmanship or bad behavior in an athletic situation
- State guidelines and behaviors for the safe use of equipment and apparatus
- Apply safe practices, rules, and etiquette in all physical activity settings
- Display constructive competition and sportsmanship through appropriate participation
- Use equipment and facilities safely and responsibly

GRADE 2

- Explain what competition is and how to be a “good sport”
- Be able to play a game and not ridicule, make excuses or blame anyone for the outcome
- Get along with all students and work together on various teams and in various situations
- Give examples of poor sportsmanship or bad behavior in an athletic situation
- State guidelines and behaviors for the safe use of equipment and apparatus
- Demonstrate safety while participating in physical activity
- Identify appropriate behaviors for participating with others in physical activities

GRADE 3

- Explain what competition is and how to be a “good sport”
- Be able to play a game and not ridicule, make excuses or blame anyone for the outcome
- Get along with all students and work together on various teams and in various situations
- Give examples of poor sportsmanship or bad behavior in an athletic situation
- State guidelines and behaviors for the safe use of equipment and apparatus
- Demonstrate safety while participating in physical activity
- Identify appropriate behaviors for participating with others in physical activities
- Show great sportsmanship at all times
- Show respect for teammates, opponents, coaches, officials and anyone associated with the contests
- Recognize that there are people with varying degrees of skill ranging from low level to beginner to intermediate to advanced and to respect and tolerate that
- State reasons for safe and controlled movements

GRADE 4

- Distinguish between compliance non-compliance with game rules and fair play
- Be able to define the word competition
- Be able to write an essay on sportsmanship
- Show respect to all who participate in the physical setting
- Show tolerance and good will to all performers
- Play the games fair and honest with respect for others including, opponents, officials, administrators, etc. that are associated with the activities
- Put forth his/her best effort in all settings
- Select and categorize specialized equipment used for participation in a variety of activities
- Appreciate differences and similarities in others physical activity
- Respect persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities
- Celebrate personal successes and achievements and those of others
- Be able to work with all abilities or lack of toward the common goal of the group

GRADE 5

- Distinguish between compliance non-compliance with game rules and fair play
- Be able to define the word competition
- Be able to write an essay on sportsmanship
- Show respect to all who participate in the physical setting
- Show tolerance and good will to all performers
- Play the games fair and honest with respect for others including, opponents, officials, administrators, etc. that are associated with the activities
- Put forth his/her best effort in all settings
- Select and categorize specialized equipment used for participation in a variety of activities

- Appreciate differences and similarities in others physical activity
- Respect persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities
- Celebrate personal successes and achievements and those of others
- Be able to work with all abilities or lack of toward the common goal of the group

GRADE 6

- Distinguish between compliance non-compliance with game rules and fair play
- Be able to define the word competition
- Be able to write an essay on sportsmanship
- Show respect to all who participate in the physical setting
- Show tolerance and good will to all performers
- Play the games fair and honest with respect for others including, opponents, officials, administrators, etc. that are associated with the activities
- Put forth his/her best effort in all settings
- Select and categorize specialized equipment used for participation in a variety of activities
- Appreciate differences and similarities in others physical activity
- Respect persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities
- Celebrate personal successes and achievements and those of others
- Be able to work with all abilities or lack of toward the common goal of the group

GRADE 7

- Explain what competition is and how to be a “good sport”
- Be able to play a game and not ridicule, make excuses or blame anyone for the outcome
- Work cooperatively with peers in group or team activities
- Work cohesively in a group by participating in team building activities
- Demonstrate a positive attitude toward the teacher, class and peers
- Respects the rights of others in the class
- Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations
- Displays constructive competition and sportsmanship through appropriate participation
- Apply safe practices, rules, procedures in all activities
- Uses equipment and facilities safely and responsibly
- Utilizes time effectively to complete assigned tasks
- Give examples of poor sportsmanship or bad behavior in an athletic situation

GRADE 8

- Explain what competition is and how to be a “good sport”
- Be able to play a game and not ridicule, make excuses or blame anyone for the outcome
- Get along with all students and work together on various teams and in various situations

- Positively contribute to team building activities
- Communicate effectively with group members or teammates
- Effectively direct others when appropriate
- Sustain effort during the entire class period
- Assume responsibility for his/her actions
- Take on all challenges by listening, thinking and problem solving
- Participates in cooperative activities in both leadership and follower roles
- Participate in tasks from initiation to completion
- Be able to participate in games, skills and activities with everyone in the class
- Give examples of poor sportsmanship or bad behavior in an athletic situation

STANDARD 5: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

RATIONALE:

Through regular participation in physical activity the students will get an opportunity to acquire the skill, learn the strategies of the activities to better themselves, rise to each and every challenge, make their mark on the games and to interact with their peers in a very enjoyable and rewarding settings

GRADE K

- Develop basic skill and have fun with each activity
- Develop opportunities for self-expression
- Take on all challenges by listening, thinking and problem solving
- Recognize that physical activity is good for personal well-being
- Look forward to Physical Education lessons

GRADE 1

- Develop basic skill and have fun with each activity
- Develop opportunities for self-expression
- Taking on all challenges by listening, thinking and problem solving
- Recognize that physical activity is good for personal well-being
- Look forward to Physical Education lessons
- Enjoy participation alone or with others
- Recognize that physical activity can provide a positive personal social experience
- Recognize the physical advantages of physical activity

GRADE 2

- Develop basic skill and have fun with each activity
- Develop opportunities for self-expression
- Take on all challenges by listening, thinking and problem solving
- Recognize that physical activity is good for personal well-being
- Looking forward to Physical Education lessons
- Show great sportsmanship at all times
- Show respect for teammates, opponents, coaches, officials and anyone associated with the contests
- Recognize that there are people with varying degrees of skill ranging from low level to beginner to intermediate to advanced and to respect and tolerate that
- Take part in a varying amount of units during the year
- Be able to participate in games, skills and activities with everyone in the class
- Be able to express themselves in a positive manner

GRADE 3

- Develop basic skill and have fun with each activity
- Develop opportunities for self-expression
- Take on all challenges by listening, thinking and problem solving
- Recognize that physical activity is good for personal well-being
- Look forward to Physical Education lessons
- Identify changes in the body during physical activity
- Appreciate the benefits that accompany cooperation and sharing
- Accept the feelings resulting from challenges, successes and failures in physical activity
- Take part in a varying amount of units during the year
- Be able to participate in games, skills and activities with everyone in the class
- Be able to express themselves in a positive manner
- Be considerate of others in physical activity settings

GRADE 4

- Perform with and in front of their peers
- Develop strategies for all challenges big and small
- Persevere at problem solving even if it seems like there's no solution
- Regularly participates in physical activity for the purpose of improving skillful performance and physical fitness
- Identify activities that contribute to personal feelings of joy
- Design games, gymnastics and dance sequences that are personally interesting
- Describes healthful benefits that result from regular and appropriate participation in physical activity
- Enjoy feelings resulting from involvement in physical activity
- Develop leadership qualities

GRADE 5

- Performing with and in front of their peers
- Develop strategies for all challenges big and small
- Persevere at problem solving even if it seems like there's no solution
- Participate regularly in physical activity for the purpose of improving skillful performance and physical fitness
- Identify activities that contribute to personal feelings of joy
- Design games, gymnastics and dance sequences that are personally interesting
- Describes healthful benefits that result from regular and appropriate participation in physical activity
- Enjoy feelings resulting from involvement in physical activity
- Develop leadership qualities

GRADE 6

- Performing with and in front of their peers
- Developing strategies for all challenges big and small
- Persevere at problem solving even if it seems like there's no solution

- Regularly participates in physical activity for the purpose of improving skillful performance and physical fitness
- Identify activities that contribute to personal feelings of joy
- Design games, gymnastics and dance sequences that are personally interesting
- Describes healthful benefits that result from regular and appropriate participation in physical activity
- Enjoy feelings resulting from involvement in physical activity
- Identify benefits resulting from participating in different forms of physical activity
- Describe ways to use the body and movement activities to communicate ideas and feelings
- Choose to exercise at home for personal enjoyment and benefit
- Participate willingly with others of different genders, cultures, ethnicities, abilities, and skill levels in physical activity settings
- Participate in challenging activities requiring the utilization of newly acquired skills
- Explain how physical activity is a positive opportunity for social and group interaction
- Develop leadership qualities

GRADE 7

- Develop basic skill and have fun with each activity
- Develop an appropriate conditioning program to engage in for life
- Participates in challenging activities and in activities requiring the utilization of newly acquired skills
- Develop opportunities for self-expression
- Use initiative and problem solving in physical activity settings
- Identifies the social, emotional, and physical benefits of participation in physical activities
- Demonstrates enjoyment from participation in physical activities
- Recognizes that physical activity can provide a positive personal social experience
- Recognize the physical advantages to physical activity
- Take on all challenges by listening, thinking and problem solving

GRADE 8

- Participates in challenging activities and in activities that require the utilization of newly acquired skills
- Develop basic skill and have fun with each activity
- Use peer interaction to positively enhance personal physical activity and safety such as encouraging friends and joining teams
- Recognize and describe the affective, aesthetic and creative aspect of performance
- Demonstrate enjoyment while participating in a self selected activity
- Develop opportunities for self-expression
- Take part in a varying amount of units during the year