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CALIFORNIA

Physical Education

Content Standards

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ACKNOWLEDGEMENTS

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INTRODUCTION

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Organization of this document

The purpose of this document is to present content standards for the school physical education program that clearly identify what a student should know and be able to do as a result of a quality physical education program. This document is organized by grade level, beginning with pre-kindergarten. A glossary at the back of the book provides definitions of terms used. Full information on publications cited is found in “Selected References.” The content standards for Elementary/Middle School are somewhat different from the content standards for High School, as seen below.

Elementary and Middle School Physical Education Content Standards (Grades K – 8)

Standard 1	<i>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</i>
Standard 2	<i>Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</i>
Standard 3	<i>Assess and maintain a level of physical fitness to improve health and performance.</i>
Standard 4	<i>Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.</i>
Standard 5	<i>Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activities.</i>

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High School Physical Education Content Standards (Grades 9 – 12)

Standard 1	<i>Demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</i>
Standard 2	<i>Achieve a dynamic enhancing level of physical fitness while demonstrating knowledge of fitness concepts, principles, and strategies.</i>
Standard 3	<i>Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activities.</i>

Pre-Kindergarten Content Standards

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PRE-KINDERGARTEN

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**Elementary
Content Standards
Grades
K-5**

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KINDERGARTEN

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

Rationale: Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition. This foundation provides students the capacity for successful and advanced levels of performance. Successful performance increases the likelihood of participation in physical activity on a daily basis. In the primary years students are introduced to and develop fundamental movement skills.

Description: Students are solo learners and have a difficult time doing activities with partners and in large groups. The focus is on moving within space, learning locomotor movements and non-locomotor activities, and using implements and objects.

1. Travel in a large group without bumping into others or falling using locomotor skills.
2. Strike a stationary ball or balloon with the hands, arms and feet.
3. Perform a continuous forward log roll.
4. Toss a ball using the underhand pattern to self and catch it before it bounces twice.
5. Travel, forward, sideways and change direction quickly in response to a signal.
6. Demonstrate clear contrasts between slow and fast speeds while performing locomotor skills.
7. Travel in straight, curved, and zig-zag pathways.
8. Perform locomotor and non-locomotor movements to a steady beat.
9. Jump over a stationary rope several times in succession, using forward and back and side to side movement patterns.
10. Create shapes at high, medium, and low levels using hands, arms, torso, feet, and legs in a variety of combinations.
11. Kick a stationary ball using a simple kicking pattern (e.g. hip swing back then forward).
12. Dribble a ball continuously using two hands.

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13. Create shapes using non-locomotor movements. (e.g., bend, twist and turn).
14. Balance on one, two, three, four, and five body parts.
15. Balance while walking forward and sideways on a narrow, raised surface.
Identify and demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward and in front of by using the body and an object.
16. Clap in time to a simple rhythmic beat.

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KINDERGARTEN

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Rationale: Knowledge of movement concepts and principles is necessary for the application of movement in work and play settings. This application enhances the likelihood of independent learning, more regular and effective participation in physical activity and efficiency of performance in work. In the lower elementary grades emphasis is placed on establishing a movement vocabulary and initial application of introductory movement concepts, principles and strategies.

Description: Students learn names for basic movements and the body parts involved in movement. They also learn basic concepts of direction and space.

1. Recognize locomotor skills of walking, running, hopping and jumping.
2. Identify and describe body parts including the head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
3. Compare and contrast the difference between under and over, behind and in front of, next to and through, up and down, forward and backwards and sideways.
4. Recognize and use independently personal space, general space and boundaries and why they are important.

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KINDERGARTEN

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Students are introduced to basic health-related fitness and physical competence so they can enjoy physical activities for their own sake, and learn to incorporate them into their lives in and out of school. Time, frequency, and intensity of physical activities increase slightly from grade to grade so that physical fitness is developed. Students learn to recognize physiological signs associated with participation in moderate-to-vigorous physical activity such as sweating, fast heart rate, and heavy breathing, although they may not yet associate activities with the development of physical fitness.

Description: Students' energy level and readiness to move contribute to a willingness to participate in aerobic-type activities. Through these activities, students discover that the heart beats faster and breathing accelerates as they move their bodies.

1. Participate regularly in physical activities that increase breathing and heart rate.
2. Hang and hold body weight on overhead bars for prolonged period of time.
3. Climb a ladder, jungle gym, or fence.
4. Stretch shoulders, legs, arms and back and hold for a prolonged period of time.
5. Sustain continuous movement for a minimum ten minutes while participating in moderately intense activities.

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KINDERGARTEN

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: In order to make informed decisions regarding physical fitness, students must understand the basic concepts of health-related fitness and connect this information to their lives.

Description: Students learn basic physical fitness and body part vocabulary to begin to understand the relationship among body parts and how the body works.

1. Identify that the heart is located in the chest and explain that it beats faster when one moves.
2. Explain that the lungs are in the chest near the heart and collect air.
3. Explain that strong muscles help the body to climb, hang, and endure long periods of play.
4. Explain that muscles move bones.
5. Identify stretching positions for shoulders, legs, arms, and back.
6. Describe and select physical activities that provide opportunities for enjoyment and challenge.

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KINDERGARTEN

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Personal motivation and social dynamics of students determine to a great extent the success of a physical activity program. Attention to issues of personal development and social interaction will assure positive experiences in physical activity programs.

Description: Students are introduced to basic interpersonal concepts.

1. Identify the characteristics of sharing and cooperation in a physical activity setting.
2. Describe how positive social interaction can make activities more fun when playing with friends.
3. Identify feelings that result from participation in physical activity.
4. Participate in movement activities willingly.
5. Describe characteristics of leadership and followership during physical activity.

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GRADE ONE

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

Rationale: Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition. This foundation provides students the capacity for successful and advanced levels of performance. Successful performance increases the likelihood of participation in physical activity on a daily basis. In primary years, students are introduced to and develop fundamental movement skills.

Description: Students learn movement skills in space and time (direction and speed), and are now able to work with a partner on simple tasks.

1. Demonstrate an awareness of personal, general space and boundaries while moving in different directions and with the body at high, medium and low levels.
2. Travel over, under, in front of, behind and through objects and partners using locomotor skills.
3. Travel, changing speeds, directions of forward and back, right and left, and the pathways of straight, curved and zigzag, in response to tempos, rhythms and signals.
4. Demonstrate clear contrast between effort qualities of slow and fast, heavy and light, hard and soft while moving.
5. Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes supported by body parts other than two feet as a base of support.
6. Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
7. Land on two feet using one and two footed takeoffs.
8. Jump a swinging rope held by others.
9. Travel and quickly change pathways and directions at a signal.

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10. Demonstrate the underhand movement pattern showing opposition, pendulum arm swing and follow through.
11. Demonstrate the overhand movement pattern showing opposition, body rotation, arm extension, and follow through.
12. Demonstrate the overhead throw pattern showing a forward stride position, step toward target, and follow through.
13. Catch a gently thrown ball above the waist by absorbing force with fingers pointing up.
14. Catch a gently thrown ball below the waist by absorbing force and with fingers pointing down.
15. Underhand toss and catch a ball to self and catch a self-bounced ball.
16. Kick a rolled ball from a stationary position.
17. Kick a stationary ball using a smooth continuous running approach.
18. Strike a balloon upward continuously using arms, feet, and hands using a large, short handled paddle, keeping the paddle face horizontal.
19. Dribble a ball in a forward direction using the inside of the foot.
20. Continuously dribble a ball with one hand.
21. Create and imitate movement in response to selected rhythms and music.

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GRADE ONE

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Rationale: Knowledge of movement concepts and principles is necessary for the application of movement in work and play settings. This application enhances the likelihood of independent learning, more regular and effective participation in physical activity and efficiency of performance in work. In the lower elementary grades emphasis is placed on establishing a movement vocabulary and initial application of introductory movement concepts, principles and strategies.

Description: Students learn movement and balance concepts and patterns.

1. Identify and understand the role of a base of support in balance.
2. Explain and demonstrate how to absorb the force of an oncoming object.
3. Identify moving from right to left and identify right and left sides of the body.
4. Identify proper foot patterns for walking, running, hopping, jumping, galloping and sliding.
5. Compare and contrast an overhand throw and an underhand throw.
6. List different ways to strike an object.
7. Identify people/objects that are within self-space and within boundaries.

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GRADE ONE

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Students are introduced to basic health-related fitness and physical competence so they can enjoy physical activities for their own sake, and learn to incorporate them into their lives in and out of school. Time, frequency, and intensity of physical activities increase slightly from grade to grade so that physical fitness is developed. Students learn to recognize physiological signs associated with participation in moderate-to-vigorous physical activity such as sweating, fast heart rate, and heavy breathing, although they may not yet associate activities with the development of physical fitness.

Description: Students experience moving through space, they learn the role of the circulatory system in moving oxygen to the muscles, and that food and oxygen are fuel to supply the body with energy.

1. Participate regularly in moderate-to-vigorous physical activities that cause increased heart rate and breathing rate.
2. Jog continuously for a period of 3 minutes.
3. Demonstrate a “v” sit position, a push-up position with arms extended, and a squat position (hips not lower than knees, spine erect) for an extended period of time.
4. Move from a sitting to standing position and a lying to sitting position without using arms to brace while on the floor.
5. Travel hand-over-hand along a horizontal ladder, or hang from an overhead bar.
6. Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.
7. Sustain continuous movement for fifteen minutes while participating in moderately intense activities.

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GRADE ONE

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: In order to make informed decisions regarding physical fitness, students must understand the basic concepts of health-related fitness and connect this information to their lives.

Description: Students are beginning to use the body part and fitness vocabulary to be able to determine proper ways to move to prevent.

1. Explain that the heart is the most important muscle in the body and is approximately the size of a fist.
2. Explain that the heart increases strength while beating faster during exercise.
3. Identify physical activities that cause the heart to beat faster.
4. Explain that blood collects oxygen from the lungs.
5. Describe that strengthening muscles will help prevent injury and allow the body to do more activity.
6. Explain that proper body position while stretching will prevent injury.
7. Explain that flexible muscles will allow more movement opportunities.
8. Identify movement activities that one can do for 15 minutes without stopping.

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GRADE ONE

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Personal motivation and social dynamics of students determine to a great extent the success of a physical activity program. Attention to issues of personal development and social interaction will assure positive experiences in physical activity programs.

Description: Students practice aspects of partnering and cooperation.

1. Identify and demonstrate the important key factors for being an effective partner in the physical activity setting.
2. Demonstrate the characteristics of sharing and cooperation in a physical activity setting.
3. Identify and demonstrate effective practices for working with a group of peers without interfering with others.
4. Invite peers to use equipment and/or apparatus before repeating a turn.
5. Willingly participate in new movement activities.
6. Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

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GRADE TWO

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

Rationale: Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition. This foundation provides students the capacity for successful and advanced levels of performance. Successful performance increases the likelihood of participation on a daily basis. In primary years, students are introduced to fundamental movement skills.

Description: Students combine and extend movement skills, sometimes using objects.

1. Create a routine including two types of body rolls: log roll, egg roll, shoulder roll, forward roll, straddle roll, with a stationary balance position after each roll.
2. Transfer weight from feet to hands and back to feet, landing with control.
3. Demonstrate balance on the ground and on objects, using bases of support other than two feet.
4. Skip and leap using proper form.
5. Travel to open spaces in a specified area.
6. Jump a turned rope repeatedly.
7. Jump for distance, landing on two feet and absorbing force.
8. Roll a ball for distance, showing proper form (i.e., forward facing stance, pendulum arm swing, opposition, and follow through).
9. Throw a ball for distance using proper form (i.e., side to target, step in opposition, rotation, arm extension, and follow through).
10. Catch with correct form (i.e., extend arms toward ball, absorb force, fingers pointing up for a catch above the waist and fingers pointing down for a catch below the waist).
11. Kick a slowly rolling ball.
12. Strike a balloon consistently in an upward or forward motion, using a short handled paddle.

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13. Strike a ball with a bat from a tee or cone, using a correct grip and side orientation.
14. Dribble a ball with control for a continuous time period.
15. Demonstrate a smooth transition between even beat locomotor skills (walk, run, hop, jump) and uneven beat locomotor skills (gallop, slide, skip, leap) in response to selected music.
16. Perform rhythmical sequences related to simple folk dance or ribbon routines.

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GRADE TWO

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Rationale: Knowledge of movement concepts and principles is necessary for the application of movement in work and play settings. This application enhances the likelihood of independent learning, more regular and effective participation in physical activity and efficiency of performance in work. In the lower elementary grades emphasis is placed on establishing a movement vocabulary and initial application of introductory movement concepts, principles and strategies.

Description: Students learn to describe and explain movement patterns and concepts.

1. List basic cue words for the underhand and overhand movement pattern.
2. Explain basic techniques of absorbing force when catching a ball at different levels.
3. List opportunities to use an underhand and overhand movement pattern.
4. Observe balanced objects and identify the base of support for each balanced object.
5. Explain why one hand or foot is preferred when practicing movement skills.
6. Distinguish between even and uneven beats in a rhythmic pattern.

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GRADE TWO

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Students are introduced to basic health-related fitness and physical competence so they can enjoy physical activities for their own sake, and learn to incorporate them into their lives in and out of school. Time, frequency, and intensity of physical activities increase slightly from grade to grade so that physical fitness is developed. Students learn to recognize physiological signs associated with participation in moderate-to-vigorous physical activity such as sweating, fast heart rate, and heavy breathing, although they may not yet associate activities with the development of physical fitness.

Description: When students participate in movement that accelerates breathing and pulse rate, they learn the concept of the body's need for exercise to keep the circulatory system healthy.

1. Participate regularly in moderate-to-vigorous physical activities that require the body to move continuously.
2. Jog for a period of 5 consecutive minutes.
3. Perform abdominal curl-ups, modified push-ups (from knees, wall push-up, bench push-up), oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to increase individual levels of strength and muscular endurance.
4. Hang from an overhead bar while supporting the individual's body weight for a minimum of five seconds.
5. Stretch the hamstrings, quadriceps, shoulders, biceps and triceps, upper leg, back and neck.
6. Sustain continuous movement (for 20 minutes) while participating in moderately intense activities.

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GRADE TWO

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: In order to make informed decisions regarding physical fitness, students must understand the basic concepts of health-related fitness and connect this information to their lives.

Description: Students continue to make the connections between quality movement activity and a healthy body, and begin to participate in physical activities outside of school.

1. Describe the function of the heart during exercise.
2. Explain the fuel requirements of the body during exercise.
3. Describe the relationship between the heart and lungs during exercise.
4. Understand that the body needs to move regularly in moderate-to-vigorous activity to achieve or maintain good health.
5. Describe and record the changes in pulse rate before, during, and after exercise.
6. Describe how strong muscles allow one to perform physical activity for extended periods of time (muscular endurance).
7. Describe how strong muscles enhance motor skill performance.
8. Identify muscles that are being strengthened while performing exercises.
9. List activities or skills that would be accomplished more efficiently with stronger muscles.
10. Name the muscles that are being stretched.
11. Explain why it is safer to stretch a warm muscle than a cold muscle.
12. List ways to increase physical activity time outside of school.
13. Participate in physical activities outside of school for at least 20 minutes each day.
14. Explain the role that weight bearing activities plays in bone strength.

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15. Describe how to prevent knee injuries that are caused from landing on one's knees over a long period of time.

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GRADE TWO

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Personal motivation and social dynamics determine to a great extent the success of a physical activity program. Attention to issues of personal development and social interaction will assure positive experiences in physical activity programs.

Description: Students practice communication and problem-solving skills.

1. List key principles needed to teach someone outside of class a skill learned in physical education.
2. Identify principles for improving performance in motor skills.
3. Acknowledge one's opponent or partner before, during and after an activity or game and give positive feedback on their performance.
4. Encourage classmates using verbal and non-verbal communication.
5. Demonstrate respect during physical activities.
6. Participate in a diverse group setting without interfering with others.
7. Understand and demonstrate how to solve a problem with a peer during movement activity.
8. Determine when to take a problem to the teacher and when to solve the problem with the peer.

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GRADE THREE

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

Rationale: In upper elementary grades students continue to develop and refine their fundamental motor skills and apply them into more specialized tasks to increase their likelihood of participation in regular physical activity.

Description: Students combine movements into simple patterns.

1. Balance while traveling on a ground-level balance beam and manipulating an object.
2. Perform an inverted balance (tripod) by evenly distributing weight on body parts.
3. Perform a shoulder roll and forward roll in a curled position.
4. Chase, flee, and dodge in a constantly changing environment.
5. Continuously jump a forward-turning rope and a backward-turning rope.
6. Catch an object thrown by a stationary partner while traveling.
7. Roll a ball for accuracy toward a target.
8. Throw a ball using overhand movement pattern at a target for accuracy.
9. Throw and catch with a partner, increasing distance while maintaining control.
10. Kick a ball to a stationary partner using the inside of the foot.
11. Strike a beach ball or trainer volleyball to a partner using the forearm pass.
12. Continuously strike a ball upward using a paddle or racket.
13. Continuously hand dribble a ball around obstacles.
14. Continuously foot dribble a ball while traveling and changing directions.
15. Perform a line, circle and folk dance with a partner.

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GRADE THREE

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Rationale: Children in the upper elementary grades are able to comprehend and apply more complex movement concepts, principles and strategies. Students use performance feedback to increase their cognitive understanding of a skill as well as improve performance. Students also use their knowledge of critical elements of form and simple biomechanical or motor development principles to provide feedback to others and transfer concepts into new skills, games, and strategies.

Description: Students concentrate on elements of throwing and rolling a ball.

1. Explain how the overhand movement pattern can be used in a variety of activities.
2. Compare and contrast locomotor movements conducted to even and uneven beats.
3. Explain and demonstrate the essential skills involved in dribbling a ball with the foot.
4. Define “open space.”
5. Describe the elements that can increase the distance of a throw.
6. Describe the elements that can increase accuracy of rolling a ball.

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GRADE THREE

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Older children regularly participate in physical activity for the purpose of improving physical fitness. Expectation for students' fitness levels should be established on a personal basis. Individual variations should be considered rather than setting a single standard for all children at a given grade level or comparing one student to another. Students should be willing and able to accept responsibility for personal fitness leading to an active healthy lifestyle.

Description: Students participate in warm-up exercises leading to readiness for vigorous activity. In extended periods of aerobic activity, they also experience continuity of effort in cardio respiratory conditioning. Health-related flexibility activities are part of the warm-up, and more importantly, the cool-down process.

1. Participate regularly in continuous moderate-to-vigorous physical activities that require sustained movement of the large muscle groups.
2. Continuously jog for a minimum of 7 minutes.
3. Perform a minimum of 5 of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-up with hands on bench, forward lunges, side lunges, and triceps push-ups from a chair.
4. Climb a vertical pole or rope.
5. Sustain a trunk lift for a minimum of 3 seconds.
6. Hold basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back and neck for a minimum of 30 seconds each.
7. Sustain continuous movement for a minimum of twenty-five minutes while participating in moderately intense activities at least four times per week.
8. Demonstrate warm-up and cool-down exercises.
9. Correctly lift and carry objects.

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GRADE THREE

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: In upper elementary grades students learn and apply more complex concepts of fitness to achieving personal fitness. Students become skilled in planning, performing, and monitoring physical activities appropriate for developing physical fitness.

Description: Students focus on how body systems contribute to physical activity, and learn the reasons for protective activities such as stretching, warming up and cooling down.

1. Describe how the heart, muscles, blood and oxygen interact during exercise.
2. Count heart beats by palpating pulse.
3. Compare and contrast the functions of arteries and veins during exercise.
4. Identify which muscles are strengthened by commonly performed muscular endurance activities.
5. Name and locate these muscles: abdominals, oblique abdominals, gluteous maximus, hip flexors, calves.
6. Explain which common flexibility exercises compromise the joints and should be avoided.
7. Select and defend a specific stretch as appropriate preparation for a given exercise activity.
8. Explain that exercise of moderate intensity for longer periods of time may increase the body's ability to burn fat.
9. Describe why the body needs fat.
10. Distinguish between normal body reactions to the stress of vigorous exercise and abnormal reactions that might indicate injury.
11. Explain and demonstrate how to relieve a "stitch" during exercise.
12. List and define the components of health-related fitness.
13. Explain the purpose of warming up before exercise.
14. Explain the purpose of cooling down after exercise.

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15. Explain how muscle strength and proper lifting prevent back injuries.

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GRADE THREE

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Attention to developing students' personal and social skills and positive social interactions will help ensure positive experiences for them in physical activity. Personal motivation and social dynamics also influence the success of a physical activity program.

Description: Students continue to monitor their physical activity goals, and learn new skills of safety, taking responsibility, and respecting others.

1. Set a personal fitness or motor skill goal that is worked toward outside of class.
2. Collect and record progress data on a personal fitness or motor skill goal.
3. Use appropriate movement cues and positive words of encouragement in peer coaching physical activities.
4. Demonstrate respect for individual differences in physical abilities.
5. Depict the positive attributes that varying characteristics of gender, age, (dis)ability, race, culture, and skill level can bring to a physical activity.
6. Outline the benefits of following and the risks of not following safety procedures and rules associated with physical activity.
7. Predict the feelings that may result from accepting and avoiding the challenges, successes, and failures associated with physical activity.
8. Demonstrate concern and care for the feelings and needs of others during physical activity.

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GRADE FOUR

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

Rationale: In upper elementary grades students continue to develop and refine their fundamental motor skills and apply them into more specialized tasks to increase their likelihood of participation in regular physical activity.

Description: Students focus on tasks that involve combined movements, individually and with a partner.

1. Perform simple balance stunts with a partner sharing a common base of support.
2. Enter a rope that is turning for Egg Beater and Irish Dutch.
3. Jump a self-turned rope.
4. Throw and catch an object with a partner while both partners are moving.
5. Demonstrate proper follow through while throwing overhand at increasingly smaller targets.
6. Throw a flying disc for distance using the backhand movement pattern.
7. Catch a fly ball.
8. Kick an object with control to a moving partner using the inside of the foot.
9. Kick a stationary ball from the ground into the air.
10. Punt a ball dropped from the hands.
11. Strike with a paddle or short-handled racket a lightweight object that has been tossed by a partner.
12. Serve a lightweight ball to a partner using the underhand movement pattern.
13. Strike a gently bounced ball with a bat using the side orientation.
14. Keep a foot-dribbled ball away from a partner.
15. Keep a hand-dribbled ball away from a partner.
16. Continuously self-volley a light-weight ball using the forearm pass.
17. Perform a series of basic square dance steps.
18. Perform a routine to music including even and uneven locomotor patterns.

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GRADE FOUR

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Rationale: Children in the upper elementary grades are able to comprehend and apply more complex movement concepts, principles and strategies. Students use performance feedback to increase their cognitive understanding of a skill as well as improve performance. Students also use their knowledge of critical elements of form and simple biomechanical or motor development principles to provide feedback to others and transfer concepts into new skills, games, and strategies.

Description: Students focus on elements of throwing, catching, kicking, and striking.

1. Analyze similarities in the movement elements of the underhand throw and the underhand volleyball serve.
2. List key movement elements of throwing for distance, kicking, striking, and jumping.
3. Explain and demonstrate the necessary hand position when catching a ball – above the head, below the waist, near the middle of the body, and away from the body.
4. Compare and contrast three concepts of offense and defense.
5. Design and perform a movement routine to music including even and uneven locomotor patterns.

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GRADE FOUR

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Older children regularly participate in physical activity for the purpose of improving physical fitness. Expectation for students' fitness levels should be established on a personal basis. Individual variations should be considered rather than setting a single standard for all children at a given grade level or comparing one student to another. Students should be willing and able to accept responsibility for personal fitness leading to an active healthy lifestyle.

Description: Students apply the conceptual knowledge of cardiovascular, muscular fitness, and flexibility to their own fitness goals. They understand that nutrition affects body composition and provides energy for physical movement and other important functions. They discriminate aerobic activities from those that maintain body composition.

1. Participate regularly in sustained, moderate-to-vigorous physical activities using large muscle movement, for a minimum of 15 minutes.
2. Continuously jog for a distance of one-half mile.
3. Perform a minimum of 10 of each: abdominal curl-ups, oblique curl-ups (each side), modified push-ups or two traditional push-ups, triceps push-ups on the floor; sustain a trunk lift for a minimum of 5 seconds.
4. Hang from an overhead bar holding thighs at a 90 degree angle with knees bent.
5. Hold basic stretches for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves for 30 seconds each.
6. Sustain continuous movement for thirty minutes while participating in moderately intense activities.
7. Move briskly for 20 minutes three times a week.
8. Participate in appropriate warm up and cool down exercises for specific physical activities.
9. Demonstrate correct body position for pushing and pulling activities.

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GRADE FOUR

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: In upper elementary grades students learn and apply more complex concepts of fitness to achieving personal fitness. Students become skilled in planning, performing, and monitoring physical activities appropriate for developing physical fitness.

Description: Students focus on cardiovascular and muscular endurance and strength, and on flexibility.

1. Calculate personal heart rate per minute from heart beat data collected in intervals of 10 and 15 seconds.
2. Explain that a healthy heart is able to quickly return to its resting rate after exertion.
3. Describe a minimum of two characteristics of exercise that builds cardiovascular fitness.
4. Use a perceived exertion index to determine intensity of one's physical activity.
5. Distinguish between muscular strength and muscular endurance.
6. Explain how strong muscles help the body to participate in play and work.
7. Explain why preadolescent children will not get bulky muscles by working on muscular endurance or strength activities.
8. Demonstrate correct body alignment while performing the following stretches: forward lunge, side lunge stretch, and quadriceps stretch (standing, side lying, or stomach lying).
9. Explain why hamstring flexibility is valuable in performing most physical skills and that lack of hamstring flexibility risks back injury.
10. Explain the relationship between regular, sustained, moderate exercise and the body's ability to burn fat for energy.
11. Explain the F.I.T.T. principle.

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12. Set personal short-term goals for aerobic endurance, muscle endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
13. Describe healthy meal and snack choices that help improve physical performance.
14. Explain the functions of water during exercise, and why the body needs water BEFORE one has the sensation of thirst.
15. Explain the importance of consuming water before, during, and after physical activity.
16. Explain why strengthening the core muscles can improve performance at work and play.
17. Describe how regular moderate-to-vigorous physical activity can have a positive impact on academic performance.
18. Demonstrate correct form to push a heavy object.

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GRADE FOUR

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Attention to developing students' personal and social skills and positive social interactions will help ensure positive experiences for them in physical activity. Personal motivation and social dynamics also influence the success of a physical activity program.

Description: Students continue to monitor their physical activity goals, and learn new skills of sportsmanship and respect for others' abilities.

1. Set a personal fitness or motor skill goal that is worked on outside of class.
2. Choose a long-term physical activity goal and use a data collection strategy (e.g., log, graph, journal) to record and monitor progress toward goal.
3. Include and support others' participation in physical activities and respect individual differences in skill and motivation.
4. Identify an opponent's outstanding skill, use of strategies, and ability to work together as a challenge in physical activity settings.
5. Accept responsibility for one's own performance level without blaming others.
6. Respond to winning and losing with dignity and respect.

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GRADE FIVE

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

Rationale: In upper elementary grades students continue to develop and refine their fundamental motor skills. They apply these motor skills into more specialized tasks, which increases the likelihood they will participate in regular physical activity.

Description: Students apply more complex patterns of movement, individually and with a partner.

1. Perform simple small-group balance stunts by sharing the distribution of weight and base of support.
2. Enter and jump a set of turning Double Dutch ropes.
3. Throw a flying disc for accuracy at a target/partner using a backhand movement pattern.
4. Throw and catch an object underhand and overhand while playing keep away.
5. Field a thrown ground ball.
6. Punt a ball dropped from hands at a target.
7. Stop a kicked ball by trapping it with foot.
8. Strike a dropped ball with a racket/paddle toward a target using the forehand movement pattern.
9. Backhand hit a softly tossed ball with a paddle/ racket.
10. Strike a gently tossed ball with a bat from a side orientation.
11. Serve a lightweight ball over a low net using the underhand movement pattern.
12. Hand dribble a ball, while being guarded, and then pass the ball to a partner.
13. Dribble a ball and kick toward a goal while being guarded.
14. Pass a lightweight ball back and forth with a partner.
15. Design and perform a creative dance combining locomotor patterns with intentional changes in speed and direction.

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16. Design and perform a movement routine to music involving manipulation of an object (e.g., hoops, ropes, footbag scarves, balls).

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GRADE FIVE

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Rationale: Children in the upper elementary grades are able to comprehend and apply more complex movement concepts, principles and strategies. Students use performance feedback to increase their cognitive understanding of a skill as well as improve performance. Students also use their knowledge of critical elements of form and simple biomechanical or motor development principles to provide feedback to others and transfer concepts into new skills, games, and strategies.

Description: Students focus on movement elements of sports-related games.

1. Apply fundamental offensive and defensive strategies in modified sports-related games.
2. Analyze the differences in applying and receiving force when jumping for height and distance.
3. Identify the following striking phases: preparation, application of force, follow through, and recovery.
4. Design and demonstrate appropriate drills/activities to enhance learning of a specific sport skill.
5. Demonstrate the movement patterns necessary to catch a ball that approaches the body on the left or right side.

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GRADE FIVE

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Older children regularly participate in physical activity for the purpose of improving physical fitness. Expectation for students' fitness levels should be established on a personal basis. Individual variations should be considered rather than setting a single standard for all children at a given grade level or comparing one student to another. Students should be willing and able to accept responsibility for personal fitness leading to an active healthy lifestyle.

Description: Students are assessed for the first time in the State-mandated physical fitness test. Students should pass this assessment (i.e., meet healthy fitness zone for age and gender) and understand the implications of physical fitness to their lives.

1. Participate regularly in continuous, moderate-to-vigorous physical activities moving large muscle groups for a minimum of 20 minutes three times a week.
2. Meet age- and gender-specific fitness standard for aerobic capacity, muscular strength, flexibility, and body composition on the State-mandated fitness test.
3. Continuously perform 12 oblique curl-ups on each side.
4. Perform 12 triceps push-ups.
5. Select and perform flexibility exercises that will stretch muscle areas involved in the previous activity.
6. Demonstrate warm up stretches appropriate for vigorous activities involving running, jumping, kicking, and throwing.
7. Design a day of healthy, balanced meals and snacks designed to enhance performance of physical activity.

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GRADE FIVE

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: In upper elementary grades students learn and apply more complex concepts of fitness to achieving personal fitness. Students become skilled in planning, performing, and monitoring physical activities appropriate for developing physical fitness.

Description: Students focus on intensity of and proper forms for physical activities.

1. Calculate target heart rate zone using the Karnoven method based on resting pulse rate.
2. Identify target heart rate range for effective cardiovascular training effect.
3. Use a perceived exertion index to determine intensity of personal physical activity.
4. Compare target heart rate and perceived exertion during physical activity.
5. Measure and record heart rate before, during and after vigorous physical activity.
6. Describe and demonstrate proper form for a push-up.
7. Describe and demonstrate proper form for a trunk lift.
8. Explain the benefits of having strong arms, chest and back muscles.
9. Explain the benefits of performing stretches and holding them for 10-20 seconds each, prior to vigorous activity.
10. Explain the benefits of stretching individual muscles for 20-30 seconds each after vigorous activity.
11. Describe the functions for which the body uses the energy provided by food.
12. Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.
13. Analyze food consumption for one day and replace foods and quantities less likely to enhance performance in physical activity with healthier choices.
14. Compare and contrast three short-term and three long-term fitness goals.

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15. Describe how technology resources (i.e., pedometers, heart rate monitors) can help the pursuit of physical fitness.
16. Paraphrase in own words personal results of State-mandated physical fitness test, and describe one or more ways to improve components that do not meet minimum standards.
17. Describe and demonstrate elements of the warm up and cool down periods that can assist in preventing injuries which may be sustained during exercise.
18. Describe and demonstrate adjustments to jogging/running for long distance to prevent injury to the feet, shins, knees and ankles.
19. Explain the importance and application of rest, ice, compression, and elevation in relation to injuries sustained during physical activity.

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GRADE FIVE

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Attention to developing students' personal and social skills and positive social interactions will help ensure positive experiences for them in physical activity. Personal motivation and social dynamics also influence the success of a physical activity program.

Description: Students continue to monitor their physical activity goals, and build on their skills of safety, responsibility, and respecting others.

1. Work outside of class to improve personal best on one fitness component and one motor skill.
2. Work toward a long-term physical activity goal and use a data collection strategy (log, graph, journal) to record progress.
3. Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
4. Verbally acknowledge the contributions and strengths of others.
5. Accommodate individual differences in classmates' physical abilities in small group activities.
6. Appreciate physical games and activities reflecting diverse heritages.
7. Explain how physical activity with one or more partners can increase motivation and enhance safety.
8. Compare and contrast examples of acts of physical courage and physically reckless acts.
9. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
10. Accept controversial decisions by officials during physical activities.

**Middle School
Content Standards
Grades
6-8**

DRAFT – For Review Only

GRADE SIX

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

Rationale: The refinement and integration of fundamental movement skills is the process by which skillful movers develop. Mastering movement fundamentals facilitates continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance. This mastery furthers the likelihood students will participate in physical activity on a daily basis.

Description: Students use fundamental movement and manipulative skills in lead-up/non-traditional games and activities individually and in small groups.

1. Combine three locomotor skills and three nonlocomotor skills into a movement pattern.
2. Strike an object continuously back and forth with a partner.
3. Pass ball to a partner after a continuous dribble (hand and foot).
4. Dribble a ball (hand and foot) while preventing an opponent from stealing the ball.
5. Combine relationships, levels, speed, direction, and pathways in complex group and individual physical activities.
6. Throw an object accurately and with force using both underhand and overhand patterns.
7. Strike an object consistently using a body part or implement so it travels in an intended direction and height.
8. Strike a ball to a wall or a partner continuously with a paddle using forehand and backhand strokes.
9. Volley objects repeatedly into the air.
10. Combine motor skills to play a lead up or modified game.
11. Perform folk and line dances.
12. Design and perform stunts, tumbling or rhythmic patterns that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.

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13. Develop, refine, and demonstrate a jump rope routine to music.

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GRADE SIX

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Rationale: Knowledge of movement concepts, principles, and strategies increases the likelihood that students will use the information independently and therefore participate more regularly and effectively in physical activity. Students use cognitive processes to guide and enhance their motor skill acquisition and performance.

Description: Students begin to develop sufficient knowledge and ability to independently use information to acquire new movement concepts, while they continue to refine existing ones.

1. Demonstrate how force is generated by changing the range of motion in the shoulder, hip, arm, and leg.
2. Demonstrate how force is absorbed by changing time and distance.
3. Analyze and provide correction for errors in movement patterns.
4. Give feedback to a partner to assist in the development and improvement of movement skills.
5. Develop and teach a cooperative movement game which includes locomotor skills, object manipulation and an offensive strategy.
6. Identify practices and procedures necessary for safe participation in physical activities.

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GRADE SIX

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Assessment of physical fitness levels and the setting and monitoring of personal goals allows students to meet and maintain appropriate fitness levels to carry out daily tasks without undue fatigue, respond to emergency situations, and possess sufficient energy to enjoy active and productive lifestyles.

Description: With continuous assessment opportunities, using scores from the State-mandated physical fitness test, students learn to set and monitor personal fitness goals and graph/chart their progress throughout the year.

1. Graph/chart personal fitness scores based on performance on the State-mandated physical fitness test and compare to the healthy fitness zone.
2. Develop goals for improving strength, endurance, flexibility, aerobic capacity, and body composition.
3. Monitor heart rate to determine the effectiveness of particular physical activities on fitness attainment.
4. Identify and participate in moderate-to-vigorous physical activities to improve or maintain muscle strength and endurance, flexibility, aerobic capacity, and body composition.
5. Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated physical fitness test.

DRAFT – For Review Only

GRADE SIX

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: Students are more likely to make informed decisions about safe, active, and healthy lifestyles when they have acquired a broader understanding of how the components of physical fitness are developed and maintained. Additionally, students will recognize the social factors that influence personal health and fitness.

Description: Students will understand their fitness levels and apply fitness and health concepts that contribute to fitness achievement and maintenance. Students will begin to identify and select physical activities that enhance performance related fitness.

1. Describe and demonstrate proper warm-up and cool-down techniques and the reasons for using them.
2. Develop a one day fitness plan specifying the intensity, time and types of activities/exercises for each area of health-related fitness.
3. Identify potentially dangerous exercises and their adverse effects on the body.
4. Classify physical activities as being aerobic or anaerobic.
5. Demonstrate how to measure heart rate and adjust level of exercise intensity to maintain heart rate intensity.
6. Recognize the effects of substance abuse on personal health and performance in physical activity.
7. Analyze ways in which influences such as alcohol and tobacco advertising and peer pressure affect decisions about care of the body and its effect on performance.
8. Recognize that idealized images of the human body as presented by the media may not be appropriate to imitate.
9. Describe long term benefits of participation in regular physical activity.
10. Describe the effect of inconsistent participation in exercise on health-related fitness and performance.

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11. Compile a two-day log listing food intake and its caloric value and energy expended through physical activity to analyze current intake and expenditure patterns.

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GRADE SIX

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Personal motivation and social dynamics determine to a great extent the success of a physical activity program. Attention to issues of personal development and social interaction will assure positive experiences in physical activity programs.

Description: Students work cooperatively in activities that facilitate mutual development of skills. Students accept and respect the performance of others regardless of ability level, and are able to interact positively with others.

1. Define and recognize the role of each participant in a cooperative activity.
2. Identify and agree upon a common goal while participating in a cooperative activity.
3. Analyze possible solutions to a movement problem and come to consensus on the best approach in a cooperative activity.

DRAFT – For Review Only

GRADE SEVEN

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

Rationale: The refinement and integration of fundamental movement skills is the process by which skillful movers develop. Mastering movement fundamentals facilitates continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance. This mastery furthers the likelihood students will participate in physical activity on a daily basis.

Description: Movement skills are used in increasingly more complex moving environments, with the focus on individual and dual activities, outdoor pursuits, and dance.

1. Combine manipulative skills with locomotor and nonlocomotor skills into movement patterns.
2. Perform steps used in multicultural dances.
3. Demonstrate body management and object manipulation skills in beginning individual and dual net games, golf, archery, tumbling, track and field and combatives.
4. Demonstrate body management and object manipulation skills involved in introductory outdoor adventure activities (e.g., orienteering, backpacking, hiking, rope activities, canoeing, cycling, skating, rock climbing).

DRAFT – For Review Only

GRADE SEVEN

Standard 2: Demonstrate knowledge of movement concepts, principles, strategies and tactics as they apply to learning and performance of physical activities.

Rationale: Knowledge of movement concepts, principles, and strategies increases the likelihood that students will use the information independently and therefore participate more regularly and effectively in physical activity. Students use cognitive processes to guide and enhance their motor skill acquisition and performance.

Description: Students apply and generalize movement concepts while engaging in physical activity situations involving individual and dual activities, outdoor adventure activities, and dance.

1. Apply corrective feedback from the teacher or peers to improve skill performances.
2. Utilize information, feedback and practice in the process of setting goals for skill improvement.
3. Develop and teach an individual/dual game that uses a manipulative skill, two different offensive strategies, and a scoring system.
4. Understand and demonstrate spin and rebound principles while performing manipulative skills.

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GRADE SEVEN

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Assessment of physical fitness levels and the setting and monitoring of personal goals allows students to meet and maintain appropriate fitness levels to carry out daily tasks without undue fatigue, respond to emergency situations, and possess sufficient energy to enjoy active and productive lifestyles.

Description: With continuous assessment opportunities, using scores from the State-mandated physical fitness test, students learn to set appropriate personal fitness goals and monitor their progress throughout the year.

1. Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated physical fitness test.
2. Develop goals for strength, endurance, flexibility, aerobic capacity, and body composition goals, based on a comparison of pretest scores to health-related standards, as defined by the State-mandated physical fitness test.
3. Participate in moderate-to-vigorous physical activities to reach or maintain personal fitness goals.
4. Monitor results of participation in personal plan leading to attainment of personal fitness goals.

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GRADE SEVEN

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: Students are more likely to make informed decisions about safe, active, and healthy lifestyles when they have acquired a broader understanding of how the components of physical fitness are developed and maintained. Additionally, students will recognize the social factors that influence personal health and fitness.

Description: Students will understand and analyze their fitness levels and apply various health concepts as they design personal plans for fitness achievement and maintenance.

1. Develop a one-week personal fitness plan specifying the proper warm-up, cool down, and F.I.T.T. concept for each component of health related fitness.
2. Identify physical activities that can be used to improve each of the health-related fitness components.
3. Match personal choices of physical activities to health-related fitness components.
4. Analyze effects of exercise on heart rate and recovery rates.
5. Describe the role of physical activity and nutrition on achieving physical fitness.
6. Identify and apply principles of resistance associated safety practices.
7. Recognize potential harmful effects from the sun during physical activity (e.g., sunburn, heatstroke, heat exhaustion, and heat cramps) and recommend prevention methods.
8. Explain principles of training: progression, overload and specificity.
9. Explain the growth rates of body segments and the implication for movement related experiences.

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GRADE SEVEN

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Personal motivation determines to a great extent the success in physical activity programs. Attention to issues of personal development and social interaction will assure a more positive attitude and outlook. A more confident and self assured student will involve him- or herself in more challenging adventure activities.

Description: Students focus on assessing the risks involved in adventure, individual, and dual activities, and on coping with the challenges posed by those risks.

1. Identify risks involved in adventure and individual/dual activities.
2. Analyze and reflect on risks and safety factors for the purpose of improving performance in an adventure, individual/dual activity.

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GRADE EIGHT

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

Rationale: The refinement and integration of fundamental movement skills is the process by which skillful movers develop. Mastering movement fundamentals facilitates continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance. This mastery furthers the likelihood students will participate in physical activity on a daily basis.

Description: Students' movement skills have evolved into specialized skills and are used in increasingly more complex environments, with the focus on team activities.

1. Demonstrate basic offensive and defensive strategies in team activities.
2. Apply locomotor, nonlocomotor, and manipulative skills to team activities.
3. Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw, catching, kicking/punting, striking, trapping, dribbling (hand and foot), and volleying.
4. Demonstrate fundamental gymnastic/tumbling skills (e.g., rolls, inverted position, axial movements).
5. Create and perform a routine using fundamental gymnastics/tumbling skills, locomotor and nonlocomotor movement patterns and the elements of speed, direction and level.
6. Identify and demonstrate square dance steps, positions, and patterns to music.
7. Create and perform a square dance.

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GRADE EIGHT

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies.

Rationale: Knowledge of movement concepts, principles, and strategies increases the likelihood that students will use the information independently and therefore participate more regularly and effectively in physical activity. Students use cognitive processes to guide and enhance their motor skill acquisition and performance.

Description: Students apply and generalize movement concepts while they engage in team physical activities.

1. Observe and identify characteristics of highly-skilled performance.
2. Explain and defend offensive and defensive strategies in modified and team sport games.
3. Develop and teach a team game that includes elements of spin or rebound, designated offensive and defensive space, a penalty system, and a means of scoring.
4. Describe and demonstrate how movement skills learned in one activity can be transferred and used to help learn another activity.
5. Demonstrate an understanding of rotation principles used in performing various manipulative and locomotor skills.
6. Analyze how growth in height and weight affects one's performance and influences the selection of developmentally appropriate activities.

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GRADE EIGHT

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Rationale: Assessment of physical fitness levels and the setting and monitoring of personal goals will allow students to obtain and maintain appropriate fitness levels to carry out daily tasks without undue fatigue, respond to emergency situations, and possess sufficient energy to enjoy active and productive lifestyles.

Description: Students continue to monitor personal fitness to improve health and performance as they participate in moderate-to-vigorous physical activities throughout the year.

1. Self-assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition on a regular basis using weight training equipment and the State-mandated physical fitness test.
2. Refine goals of the personal fitness plan based on a comparison of pretest scores to health-related standards, as defined by the State-mandated physical fitness test.
3. Incorporate the goals from a personal fitness plan into a physical activity program.

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GRADE EIGHT

Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Rationale: Students are more likely to make informed decisions about safe, active, and healthy lifestyles when they have acquired a broader understanding of how the components of physical fitness are developed and maintained. Additionally, students will recognize the social factors that influence personal health and fitness.

Description: Students will understand and analyze their fitness levels and apply fitness/health concepts for the purpose of designing and refining personal plans for fitness achievement and maintenance.

1. Refine and implement a one-week personal fitness plan specifying the proper warm-up, cool down and F.I.T.T. concept for each component.
2. Identify three life-long physical activities that are most enjoyable and summarize the reasons why these activities are valued more than others.
3. Identify and apply basic weight training principles and safety practices (appropriate goals; appropriate weight and repetitions; body alignment; principle of frequency, intensity and time; and importance of balance in muscle pairs).
4. Describe and predict the effects of stress management techniques on the body.
5. Explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.
6. Compare and contrast levels of conditioning for different physical activities.

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GRADE EIGHT

Standard 5: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Personal motivation and social dynamics determine to a great extent the success of a physical activity program. Attention to issues of personal development and social interaction will assure positive experiences in physical activity programs.

Description: Students participate in modified/lead up team games at a more complex level incorporating leadership roles, inclusion, and teamwork.

1. Recognize the contributions of members of the group/team in accomplishing a task or goal.
2. Accept the roles of team members within the structure of the game/activity.
3. Play within the rules of the game, abide by the decisions of game officials, and accept the outcome of the game.
4. Describe leadership roles and responsibilities within the context of team games, and persuade others to be supportive and inclusive of all ability levels.

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**High School
Content Standards
Grades
9-12**

DRAFT – For Review Only

BACKGROUND

The intent of the high school physical education program is to provide advanced opportunities in selected sports, games, swimming, dance, and physical fitness. The physically educated graduate will experience the culmination of a scope and sequence of learning opportunities within Course 1, Course 2, and Elective course offerings.

Course 1 prioritizes activities that are important to life and lifetime skills such as water safety, self defense, basic body management, and physical fitness. The content of this course will be selected from activities required by the California Code of Regulations Title V Sec. 10060.

Course 2 provides choices from a variety of activities (i.e., dance, team, individual/dual, adventure, combatives, tumbling and gymnastics). In Course 2, students are expected to be advanced in the level of analysis, synthesis, and application of principles of movement and fitness to everyday life. It provides a capstone experience to achieve the highest level of proficiency. Learning experiences address physical fitness knowledge and activity needed for improved health and performance in life's activities.

Course 3: Electives are available for students to select activities that are appropriate for successful participation in physical activity throughout their lifetimes. Curriculum should be designed to achieve mastery of each elective.

Standards 1 & 2 and 3 & 4 from the elementary and middle school grades have been integrated into two high school standards because high school students are expected to integrate knowledge and competency into sophisticated and interactive experiences. Elementary/Middle School Standards 1 and 2 are presented below and combined for High School Standard 1. Elementary/Middle School Standards 3 and 4 are also presented below and combined for High School Standard 2. High School Standard 3 is the same as Elementary/Middle School Standard 5.

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Elementary/Middle School Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Elementary/Middle School Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

High School Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

Elementary/Middle School Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Elementary/Middle School Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance

High School Standard 2: Achieve a dynamic enhancing level of physical fitness while demonstrating knowledge of fitness concepts, principles, and strategies.

High School Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

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COURSE 1

High School Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

Rationale: Movement skills are the foundation of an active and productive life. The daily application of fundamental movement skills is the process by which students develop skillful moves.

Description: Movement skills are extended and elaborated in increasingly complex environments.

1. Demonstrate evidence of competent skill levels and strategies in at least one lifetime activity from each of the following eight categories (starred "*" activities are required by California Code of Regulations, Title V, Sec. 10060):
 - *Aquatics* *: Demonstrate proficiency equivalent to American Red Cross intermediate swimming requirements.
 - *Dance* *: Demonstrate proficiency in three different types of dances.
 - *Team* *: Demonstrate proficiency in the offensive, defensive, and transition motor skills of one team sport.
 - *Individual and Dual* *: Demonstrate proficiency in the offensive, defensive, and transition motor skills of one individual/dual sport.
 - *Adventure/Outdoor Pursuits*: Apply movement concepts and to the learning and development of motor skills used in outdoor pursuits and adventure.
 - *Combatives* *: Demonstrate personal defense moves.
 - *Fitness* *: Demonstrate knowledge of the components of physical fitness and principles of exercise.
 - *Tumbling/Gymnastic Apparatus* *: Demonstrate proficiency in floor, apparatus, and rhythmic movements.
2. Improve performance levels by understanding the importance of applying skill-related components of balance, reaction time, agility, coordination, explosive power, and speed to movement activities.
3. Understand the relevance of strategy and tactics in noncompetitive and competitive activities.
4. Gain knowledge and experience with advanced strategies of offense, defense, and transition competitive activities.

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5. Apply biomechanical principles of leverage, force, inertia, rotary motion, buoyancy to movement activities.
6. Recognize motor skills and movement patterns utilized in successful and safe performance in the workplace.
7. Recognize, categorize, and apply movement patterns combined to form progression from simple to complex in game situations.

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COURSE 1

High School Standard 2: Achieve a dynamic enhancing level of physical fitness while demonstrating knowledge of fitness concepts, principles, and strategies.

Rationale: High school standards for physical fitness are designed to build on skills and knowledge of physical fitness attained in Kindergarten through Grade Eight. State-mandated standards for physical fitness in these grades are to:

Assess and maintain a level of physical fitness to improve health and performance;
Demonstrate knowledge of physical fitness concepts, principles and strategies.

Through regular participation in developmentally appropriate physical activity and learning experiences to acquire physical fitness knowledge, high school students will be able to develop and maintain levels of physical fitness adequate for successful and safe conduct of life's daily tasks without undue fatigue, response to emergency situations, participation in leisure physical pursuits and required performance in the work place.

Description: Physical fitness knowledge and abilities are advanced through analysis and application of the principles of exercise for fitness. Students monitor and assess personal fitness to improve health and performance as they participate in moderate-to-vigorous physical activity throughout the year.

1. Participate in challenging physical activities that develop and maintain the five components of physical fitness: cardio respiratory endurance, muscular strength, muscular endurance, and flexibility, and body composition.
2. Understand and meet gender and age group standards as established in the State-mandated physical fitness test.
3. Recognize the connections of personal physical fitness abilities and performance on the State-mandated physical fitness test.
4. Maintain fitness level and adjust physical activity to meet the principles of exercise (frequency, intensity, time, type, progression, overload, specificity) to develop and maintain physical fitness.
5. Demonstrate an understanding of physical fitness components necessary for life's personal activities and work place requirements.
6. Develop a one-month plan for lifelong personal fitness activities.

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7. Demonstrate knowledge of how to evaluate consumer fitness products and services.
8. Independently engage in physical activity that addresses fitness and wellness.

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COURSE 1

High School Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Personal motivation and social support determine to a great extent the success of a physical activity program. Attention to issues of personal development and social interaction will assure positive experiences and therefore attitudes towards participation in physical activity programs.

Description: Students advance their knowledge and application of personal best, leadership, inclusion, and resiliency concepts and principles that assist them in transition to their new physical education environment.

1. Act independent of peer pressure to diffuse potentially inflammatory situations within physical activity.
2. Engage in and promote fair play and good sportsmanship by honoring the game, opponents, and teammates.
3. Encourage teammates and opponents while personally refraining from put downs in physical and daily life activities.
4. Work together and trust one another to promote understanding of ability, racial, cultural, and social uniqueness in physical activity settings.
5. Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving personal bests in physical activities.
6. Practice cooperation and collaboration skills to increase knowledge and ability to interact positively with others in the physical education setting.
7. Identify and apply goal setting techniques for personal activities.
8. Accept the roles and decisions of officials.
9. Explore the changing psychological and sociological needs of a diverse society in relation to physical activity.

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COURSE 2

High School Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

Rationale: Movement skills are the foundation of an active and productive life. The daily refinement and utilization of advanced movement skills is the process by which students develop into more advanced movers in life's activities.

Description: Movement skills are further advanced through consistent analysis, application, and synthesis of mechanical principles in high-level performance. Students choose from dance, team, individual/dual, adventure, combatives, tumbling, and gymnastics activities.

1. Analyze tactics to achieve success and perform at proficient skill and strategy levels in at least one lifetime activity from each of the following categories:
 - Noncompetitive
 - Team
 - Individual/Dual
2. Enhance performance levels by analyzing, applying, and increasing the application of skill-related components of balance, reaction time, agility, coordination, explosive power, and speed to a variety of movement activities.
3. Apply the concepts of advanced strategies and tactics to high-level performance and in life situations.
4. Analyze and apply concepts of offense, defense, and transition to high-level performance.
5. Analyze and apply biomechanical principles of leverage, opposition, force, inertia, rotary motion, and buoyancy to movement activities.
6. Recognize and modify motor skills and movement patterns utilized in successful and safe performance in the workplace.

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COURSE 2

High School Standard 2: Achieve a dynamic enhancing level of physical fitness while demonstrating knowledge of fitness concepts, principles, and strategies.

Rationale: This second year of high school physical education will build on learning opportunities provided in Course 1. Through regular participation in developmentally appropriate physical activity and learning experiences to acquire physical fitness knowledge, high school students will develop and maintain levels of physical fitness adequate for successful and safe conduct of life's daily tasks without undue fatigue, rapid response to emergency situations, participation in leisure physical pursuits and required tasks in the work place.

Description: Physical fitness knowledge and abilities are further advanced through consistent analysis and application of the principles of exercise for fitness in life's activities. Students continue to monitor and assess personal fitness to improve health and performance as they participate in moderate-to-vigorous physical activity throughout the year.

1. Participate in challenging physical fitness activities using the principles of exercise (frequency, intensity, time, type, progression, overload, specificity) related to individual needs and interests.
2. Understand and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health related standards as established in the California State-mandated physical fitness tests.
3. Assess fitness level and adjust physical activity in relation to changes in age, growth, and development.
4. Develop and apply appropriate personal fitness program for others in the family and/or community.
5. Understand how the components of physical fitness relate to their health, daily lives, lifetime leisure and workplace performance.
6. Understand the relationship of physical fitness to successful and safe performance in the workplace.
7. Demonstrate knowledge of how to evaluate consumer fitness products and services.

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8. Independently engage in and evaluate physical activity that addresses fitness and wellness.

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COURSE 2

High School Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Rationale: Personal motivation and social support determine to a great extent the quality of relationships among all students during physical activities. Attention to issues of personal development and social interaction will contribute to positive experiences and therefore attitudes towards participation in physical activity programs.

Description: Students will be motivated to engage in physical activity. They consciously make choices that will lead to a lifetime of health and fitness, and motivate others to be fit and assist them in reaching their goal. Students are comfortable with and enjoy the company of others unlike themselves.

1. Demonstrate leadership by diffusing conflict during competition.
2. Identify leadership skills, perform planned leadership assignments, and assume a spontaneous leadership role.
3. Encourage teammates and opponents while personally refraining from put downs in physical and daily life activities.
4. Invite others unlike themselves to join in physical activity.
5. Engage in physical activities that enhance personal enjoyment.
6. Identify and implement the skills and knowledge of leadership, goal setting and cooperation that are applicable in the work place.
7. Identify and apply goal setting techniques for personal activities.
8. Accept the roles and decisions of officials.
9. Participate in opportunities to be contributing and valuable members in a team or group physical activity.
10. Debate the changing psychological and sociological needs of a diverse society in relation to physical activity.

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COURSE 3: ELECTIVES

COURSE 3A- Adventure/Outdoor Education (Grade 11 or 12)

Requirement: *The recommended prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Physical Fitness Test.*

Rationale: In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Description: Students enrolled in adventure outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

1. Demonstrate competence in two or more outdoor education activities such as backpacking, boating, camping, hiking, orienteering, water sports, or water safety certification.
2. Apply movement concepts to the learning and development of motor skills used in outdoor pursuits and adventure.
3. Exhibit a physically-active lifestyle that improves health, and provides opportunities for enjoyment and challenge.
4. Demonstrate knowledge of the relationship between participation in outdoor activities and health.
5. Analyze the effects of adventure/outdoor education activities on a personal fitness program.
6. List, describe, and demonstrate use of safety equipment used in outdoor activities.
7. Design and apply safe and appropriate practices/procedures to improve skills in an outdoor activity.
8. Compare and contrast effective leadership skills used in outdoor/adventure activities with those used in other physical activity settings.

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9. Perform planned and spontaneous leadership assignments and roles in outdoor/adventure activities.
10. Encourage others to participate in outdoor/adventure activities while personally refraining from put downs in physical and daily life activities.
11. Invite others unlike themselves to join in physical activity.
12. Identify and analyze outdoor/adventure physical activities that enhance personal enjoyment.
13. Identify and implement skills of leadership, goal setting and cooperation that are applicable in the work place.
14. Identify and apply goal-setting techniques for personal activities.
15. Participate in opportunities to be contributing and valuable members in a team or group physical activity.

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COURSE 3: ELECTIVES

COURSE 3B- Aerobic Activities (Grade 11 or 12)

Requirement: *The recommended prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Physical Fitness Test.*

Rationale: In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Description: Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

1. Exhibit competency in two or more aerobic activities (e.g., aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics).
2. Apply movement concepts and principles to the learning and development of motor skills required for successful participation in aerobic activities.
3. Have a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge through aerobic activity.
4. Understand and apply safety practices associated with aerobic activities.
5. Develop positive personal and social skills needed to work independently and with others in aerobic activities.
6. Demonstrate leadership by diffusing conflict during competition.
7. Compare and contrast effective leadership skills used in aerobic activities with those used in other physical activity settings.
8. Perform planned and spontaneous leadership assignments and roles in aerobic activities.
9. Identify leadership skills, perform planned leadership assignments, and assume a spontaneous leadership role.

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10. Encourage teammates and opponents while personally refraining from put downs in physical and daily life activities.
11. Invite others unlike themselves to join in physical activity.
12. Engage in aerobic activities that enhance personal enjoyment.
13. Identify and implement the skills and knowledge of leadership, goal setting and cooperation that are applicable in the work place.
14. Identify and apply goal setting techniques for aerobic activities.
15. Participate in opportunities to be contributing and valuable members in a group physical activity.

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COURSE 3: ELECTIVES

COURSE 3C- Individual Sports (Grade 11 or 12)

Requirement: *The recommended prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Physical Fitness Test.*

Rationale: In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Students exhibit a physically-active lifestyle and understand the relationship between physical activity and health throughout the lifespan.

Description: Students in this course are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

1. Define and demonstrate leadership principles critical to successful lifelong participation in individual sports and activities.
2. Identify leadership skills, perform planned leadership assignments, and assume a spontaneous leadership role.
3. Encourage opponents while personally refraining from put downs in physical and daily life activities.
4. Invite others unlike themselves to join in physical activity.
5. Engage in individual sport activities that enhance personal enjoyment.
6. Identify and implement the skills and knowledge of leadership, goal setting and cooperation that are applicable in the work place.
7. Identify and apply goal setting techniques for personal activities.
8. Accept the roles and decisions of officials.
9. Participate in opportunities to be contributing and valuable members in a team or group physical activity.

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COURSE 3: ELECTIVES

COURSE 3D- Careers in Physical Activity and Sports (Grade 11 or 12)

Requirement: *The recommended prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Physical Fitness Test.*

Rationale: Students with highly developed skills and abilities in physical fitness and sports often have interest in careers related to these fields. This course provides an opportunity to research careers, participate in field visits and internships and learn about work in these fields from physical education teachers, athletic coaches, athletic directors, athletic trainers, physical therapists, sports officials, community health and fitness personnel, sports writers, radio and television sportscasters, sports information directors, college and professional athletes, and professional sports agents.

Description: Students will recognize careers fields in which they have abilities and interest and understand requirements for entrance to and productive performance in jobs in these fields.

1. Demonstrate knowledge of skills that are unique to specific job titles in physical fitness and sports.
2. Identify the professional preparation needed to enter careers in physical activity and sports and to advance within career fields.
3. Identify populations served by different job titles in physical activity and sports.
4. Identify jobs in career fields in physical activity and sports in which they have interest.
5. Identify institutions, agencies and organizations that provide professional preparation for various jobs and their entry requirements.

GLOSSARY

To be developed

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SELECTED REFERENCES

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APPENDIX

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