

State of Mississippi Physical Education Curriculum Guide Excerpts  
KIN 306 – Dr. Conkle

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**RESULTS OF QUALITY DAILY PHYSICAL EDUCATION**

The results of a quality daily physical education program can have a dynamically positive and long-lasting effect on those who participate. According to the Surgeon General's Report on Physical Activity and Health for 1996, the following are benefits of physical activity:

- Assists in the reduction of obesity;
- Reduces the risks of developing type II diabetes, cardiovascular disease and other chronic health conditions;
- Improves respiratory efficiency and reduces the risk of respiratory diseases such as asthma;
- Helps build and maintain healthy bones and muscles;
- Reduces feelings of depression and anxiety; and
- Promotes psychological well-being.

In addition to the well-documented physical and health benefits related to regular physical activity, new research revealing the effects of physical activity on the brain and neural connections. Many researchers are discovering that physical activity in children is a key influence on problem-solving ability and academic achievement (Jensen 1998, 35).

## **QUALITY DAILY PHYSICAL EDUCATION**

- is a planned sequential program of instruction incorporating individual and group activities which are student-centered and taught in a positive environment.
- develops movement skills through participation in games and fitness activities.
- provides experiences for social and personal development of students.
- develops a physically active lifestyle through fitness and sport specific skills.
- incorporates cognitive skills that should be encouraged through physical participation.

## **SUGGESTED GUIDELINES FOR SUCCESSFUL FRAMEWORK IMPLEMENTATION**

### **ELEMENTARY**

- Provide daily physical education for all students.
- Recommend maximum class size of thirty-three students per class for a minimum of thirty minutes per day.
- Actively engage students for a minimum of sixty percent of the class period.
- Implement the 2006 Mississippi Physical Education Framework in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Administer a minimum of two fitness tests per year.
- Provide adequate equipment and facilities specifically designated for physical education class.

### **MIDDLE SCHOOL**

- Require daily physical education for all students.
- Recommend minimum of one hundred fifty minutes per week.
- Recommend maximum class size of thirty-three students per class.
- Actively engage students using the lesson's primary objectives for a minimum of sixty percent of the class period.
- Implement the 2006 Mississippi Physical Education Framework in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Administer a minimum of two fitness tests per year.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.
- Require physical education classes that are not designated for practice time or workout time for athletics.

### **SECONDARY**

- Require a minimum of two semesters of physical education for graduation with a focus on fitness related activities and lifetime activities which encourage a physically active lifestyle.
- Provide options for students to take elective courses in physical education that emphasize lifetime and fitness activities which do not include varsity athletic practice.
- Recommend maximum class size of thirty-three students per class.
- Actively engage students using the lesson's primary objectives for a minimum of sixty percent of the class period.
- Implement the 2006 Mississippi Physical Education Framework in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Administer a minimum of two fitness tests per year.
- Require a minimum of fifty minutes per class.
- Require daily physical education for all students.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education class.

## **PHILOSOPHY**

Quality physical education is a crucial component of a student's overall education. Every student in Mississippi will benefit from an educational process that utilizes the skills, attitudes and information needed to develop and maintain a healthy and physically active lifestyle.

## **MISSION STATEMENT**

This framework was designed for Mississippi educators who teach physical education in the public schools. It was developed as a model to provide consistency for physical education programs in the state. The 2006 Mississippi Physical Education Framework uses terminology and a format consistent with other Mississippi subject area curriculum frameworks. It is flexible enough to allow opportunities for creativity by individual teachers.

The mission in quality daily physical education is to provide, as an integral part of the total educational process in Mississippi schools, a sequentially-planned program which is measurable and results in students who:

- Participate regularly in physical activity;
- Know the implications of and the health benefits derived from involvement in physical activities;
- Value physical activity and its contributions to a healthy lifestyle;
- Are physically fit; and
- Learn skills and acquire knowledge necessary to perform a variety of physical activities.

The National Association for Sports and Physical Education (NASPE) established national content standards for physical education school programs that clearly identify what all students should know and be able to do as a result of participation in a quality physical education program. The competencies chosen for this framework were taken directly from the NASPE content standards for physical education.

## **NATIONAL STANDARDS FOR PHYSICAL EDUCATION**

A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities;
- Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities  
Exhibits a physically active lifestyle;
- Achieves and maintains a health-enhancing level of physical fitness;
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings; and
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **CYCLE**

The pilot year for the 2006 Mississippi Physical Education Framework is the 2005-2006 school year. Implementation for the framework is the 2006-2007 school year. The Mississippi content area frameworks are on a six (6) year cycle. Approximately three years after a framework is implemented, a writing team is chosen to review the current framework and make changes and modifications based on best practices in the teaching of physical education as reflected in state and national trends.

## **ORGANIZATION**

The 2006 Mississippi Physical Education Framework ensures that all students will have the opportunity to gain information and skills appropriate to age level and apply skills to everyday decisions.

A general description is provided for each grade level that includes the purpose, overview, and suggested prerequisites for the course. The framework is organized so that each grade level has six competencies that focus on physical education. Each competency has suggested objectives designed to reinforce the competency. There are also suggested strategies and assessment methods that can be applied to the objectives.

This course is designed to be progressive. Beginning in kindergarten, students should receive the basic skills so that by the twelfth grade the students are proficient in all competencies.

## COMPETENCIES

Competencies are required to be taught to all students and are printed in bold face type. The seven competencies do not have to be taught in the order presented within this framework. The competencies are intentionally broad to allow school districts and teachers flexibility in developing curriculum unique to their students' needs.

## SUGGESTED OBJECTIVES

Each suggested objective is a direct reflection of the competencies of the framework. The objectives are the means for achieving the competencies at each grade level listed in this framework. Each school district may adopt the suggested objectives and are encouraged to add additional objectives that meet the needs of the students in their district.

## SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies included in this framework are to be considered as examples or recommendations for teaching the objectives. Teachers in physical education settings have a variety of teaching styles, methodologies and facilities that may influence how the objectives will be taught. Therefore, each teaching strategy used should continually be examined relative to the competencies.

## SUGGESTED ASSESSMENT METHODS

The assessment methods suggested in this framework are also to be considered only as examples for assessing competencies and objectives. Teachers should correlate their assessment methods with the assignments chosen for instruction. Listed below are some examples of assessment methods:

Observation Written Test Parent Report Peer Assessment	Skill Test Written Assignment Student Contract Role Play	Fitness Test Activity log Interview Portfolio	Checklist Student Journal Self Assessment Other
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## 2006 MISSISSIPPI PHYSICAL EDUCATION FRAMEWORK OVERVIEW

### Grades K-12

All grades should stress fitness and its potential relationship to current and future wellness of students. A fitness test should be given twice per year to each student. Each school district is encouraged to use instructional strategies appropriate for its facilities, equipment, and faculty expertise.

### Grades Kindergarten – Five

Kindergarten through grade five is dedicated to the development of fundamental motor skills, movement concepts, manipulative, non-manipulative, and perceptual motor skills. The instruction at each level will be progressive and focus on basic skills, the value of being physically active and the ability to display appropriate behaviors and attitudes during activity.

### Grades Six – Eight

Physical Education in grades six through eight is dedicated to developing competency in many movement forms and their relation to fitness. The focus is to apply previously introduced skills and to acquire knowledge necessary for participation. The instruction at each level focuses on basic skills, lead-up games and knowledge that demonstrate competency in each activity.

## Grade Nine

Ninth grade physical education focuses on “personal fitness”. It should involve classroom instruction combined with physical activity. There should be a clear connection among concepts during instruction and activity. Such concepts include: muscular and cardiovascular endurance, flexibility, strength and body composition.

## Grades Ten – Twelve

Grades ten through twelve are dedicated to the development of achieving competency in more complex versions of various movement forms and proficiency in a few movement forms. The focus of this instruction should be on individual/dual sports, team sports, physical fitness and activities that encourage a physically active lifestyle. It is recommended that students take one credit of physical education yearly.

### GENERAL CATEGORIES OF UNIT THEMES (Grades 10-12)

The following list is not meant to be all-inclusive. These are merely some examples of different types of sport activities. Teachers may select some or all of these activities. Through each of these themes, teachers will be incorporating the content strands within each activity.

Team Sports	Individual/Dual Sports	Lifetime Activities	Fitness
Basketball	Tennis	Canoeing	Yoga/Pilates
Softball	Pickleball	Hunter Education	Aerobics
Volleyball	Badminton	Archery	Weight training
Ultimate Frisbee	Golf	Walking/running	
Soccer	Bowling	Rollerblading	
Team Handball	Table Tennis	Dance	
Field Hockey	Track and Field	Swimming/water sports	
Speed-ball	Gymnastics	Biking	
Flag Football	Fencing		
	Frisbee Golf		

### Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

The 2006 Mississippi Physical Education Framework is comprised of eight content strands. The eight strands provide continuity in teaching K-12 Physical Education. These strands overlap and should be integrated throughout the framework. Each competency covers at least one content strand. The eight strands help to ensure that appropriate processes are used and important concepts are learned throughout each grade level and course.

## KINDERGARTEN

The emphasis of physical education in kindergarten is to assist student development in fundamental motor skills, manipulative skills and movement experiences. Cognitive concepts associated with movement and fitness will enable the student to develop positive attitudes toward healthy lifestyles and physical activities.

Kindergarten students begin to understand acceptable behaviors for the physical activity setting. Safe practices, classroom rules and procedures are prominent issues during instruction. Concepts of cooperation are introduced through small group activities, involving sharing equipment and space. Kindergarten students must be encouraged to participate in physical activities in and out of the classroom setting. Teachers must reinforce to students the importance of practice in order to learn and that it is acceptable to be a beginner when trying new skills.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. *The competencies are required to be taught* through a variety of instructional strategies a district may develop. Competencies are not hierarchical or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

## Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

\* See glossary

## COMPETENCIES and Suggested Objectives

### 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, AP)

- a. Develop fundamental locomotor\* and nonlocomotor\* skills at an introductory level.
- b. Explore manipulative skills\* at an introductory level.
- c. Demonstrate clear contrasts between slow and fast movements.
- d. Demonstrate rhythmic movements, timing, and following a beat at an introductory level.

### 2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities. (C, GM)

- a. Identify body parts (i.e., knee, foot, arm, etc.) and apply these to different movement activities.
- b. Demonstrate awareness of immediate surroundings using a variety of movement skills while transferring weight in various directions and pathways.

### 3. Exhibit a physically active lifestyle. (GM, L, F)

- a. Regularly participate in physical activities in school settings and out of school settings individually and as a group.
- b. Recognize the importance of participating in physical activities outside of school.

### 4. Achieve and maintain a health-enhancing level of physical fitness. (AP, L, GM, FM, C)

- a. Vigorously\* participate in physical activity for a sustained amount of time.
- b. Recognize the change in heart rate and respiration as a result of physical activity.

### 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (L, P)

- a. Follow rules, procedures and safety practices while recognizing inappropriate behavior.
- b. Follow directions and work cooperatively with others during physical activity.
- c. Demonstrate proper use and care of equipment.

**6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, C, L, F)**

- a. Express a positive outlook during physical activity and enjoy interaction with others.
- b. Develop skills while participating in different activities individually and while working with others.

**Grade Level: Kindergarten**

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>
1 5	a a	Students should follow specific instructions from the teacher while performing basic activities, such as jumping with feet together from point A to point B.	Teacher Observation
1	a,c	Students should listen intently while playing “Simon Says,” so they understand which command to perform. Teachers may instruct students to mimic running speed of known animals (i.e., turtle, rabbit, cheetah). Students should use a variety of locomotor skills.	Self Assessment
1 2	b a	Students should locate body parts and identify which skill would be performed with each (i.e., have students bounce and catch a ball with both hands). Have students roll a ball back and forth with a partner or kick a sockball.	Teacher Observation
1	d	Have students perform the “Chicken Dance” ( <a href="http://www.pecentral.org">www.pecentral.org</a> ) to music. Students will clap their hands in front of them like a beak. Students will put their thumbs under armpits and flap arms like wings. Students will put their hands behind them like tail feathers and bend in a squat four times.	Self Assessment
1	d	Have students demonstrate different locomotor movements to slow and fast music.	Teacher Observation
2	a	Have students perform the musical game “Hokey Pokey.” (“You put your right hand in, take your right hand out”)	Teacher Observation
2	b	Have students change direction of the movement on signal (may include north, south, east, and west).	Fitness Test*
3	a	Have students engage in teacher-led exercises by participating in a tag game for aerobic activity (i.e., Freeze Tag, Heart Healthy Tag, or Ameoba Tag: Physical Best Activity Guide, Elementary level).	Peer Observation
4	a	Have students run back and forth across a specified distance at a pace that gets faster each minute (i.e., Endurance run or Pacer test).	Teacher Observation
4	b	Have students locate the heart with the right hand and show speed of heart beating by opening and closing left hand.	Teacher Observation
5	a,b	Have students participate in a fitness activity with basic instructions and rules. Use music, exercise, and/or classroom games.	Teacher Observation
5	a,b,c	Explain to students the importance of properly using and caring for equipment. Provide specific instructions for students to follow when they are finished with equipment.	Teacher Observation
4 5 6	a a,b a, b	Have students choose a partner and then decide on a skill to practice (i.e., push-up, curl-up, balance beam, etc.). Instruct students to exercise when the music is on and rest when the music is off.	Peer Observation

## FIRST GRADE

The emphasis of physical education in first grade is to assist student development in fundamental motor skills, manipulative skills, and movement experiences. Cognitive concepts associated with movement and fitness will enable the student to develop positive attitudes toward healthy lifestyles and physical activities.

First grade students should begin to model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through small group activities involving sharing equipment and space.

Teachers should reinforce the benefits of participating in physical activity. Since young students can only focus on one or two concepts at a time, instructions for game activities should be simple and concrete.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. *The competencies are required to be taught* through a variety of instructional strategies a district may develop. Competencies are not hierarchical or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

### Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

\* See glossary

### COMPETENCIES and Suggested Objectives:

#### **1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)**

- Develop fundamental locomotor\* and nonlocomotor\* skills at the basic level.
- Develop manipulative\* skills at the introductory level.

#### **2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development, and performance of physical activities. (C, GM, FM, AP)**

- Identify body parts and movement of body parts during performance of motor skills.
- Identify and apply fundamental locomotor\* and nonlocomotor\* skills.
- Display manipulative skills\* at the introductory level through a variety of activities.
- Recognize that appropriate practice improves performance.

#### **3. Exhibit a physically active lifestyle. (C, AP, F, L)**

- Discover the positive effects physical activity has on the body.
- Apply activities learned during physical education in other settings.

#### 4. Achieve and maintain a health-enhancing level of physical fitness. (L, F, GM, FM, AP)

- a. Identify changes in the body that occur at different levels of physical activity.
- b. Participate in basic exercises and physical activities with moderate efficiency.
- c. Engage regularly in moderate to vigorous activity\*, emphasizing muscular strength\*, flexibility\*, and cardiovascular endurance\*.
- d. Accomplish and retain physical fitness goals set at the introductory level.

#### 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, AP, S)

- a. Apply rules, procedures, and safety practices with little reinforcement from teacher.
- b. Demonstrate the proper respect for equipment and supplies.
- c. Demonstrate proper courtesy, cooperation and sportsmanship with others.
- d. Respect the physical and performance differences of others.

#### 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, AP, P)

- a. Recognize the feelings resulting from challenges, successes, and failures during physical activity.
- b. Exhibit a positive outlook while encouraging peers during physical activity.
- c. Express a willingness to try new activities and continue to participate when not successful on the first try.

#### Grade Level: First Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 1	a b	Have students walk, run, jump, hop, skip, gallop, slide and leap around the designated play area as directed. Some skills can be performed forward and backward. Score the students to determine if they are at an introductory, intermediate, or proficient level.	Rubric
1	b	Have students dribble a ball forward and backward around the designated play area. Have students throw, catch, hit and kick a ball with accuracy.	Rubric Peer Assessment
2	a	Have students participate in the “Hokey Pokey.” Participate with the video “Move Like the Animals” <a href="http://www.pecentral.org">www.pecentral.org</a> . Mimic movements found in various sports.	Role Play
2	b	Have students use locomotor and nonlocomotor combinations called out by teacher such as four jumps, three stretches, and five skips.	Self Assessment
2	c	Have students toss or bounce a ball to a designated target. Have students dribble a ball in a large square and perform a pivot at each corner. Use “Monster Steps” to travel across the play area.	Teacher Observation
3	b	Provide students with a checklist of after-school activities. Have students check which activities they participated in for the week. Discuss activities that are healthy and physically beneficial. Such activities may include dance, gymnastics, biking, sports, and walking.	Checklist
4	a,c	Have students identify changes in heart rate, perspiration, and breathing patterns while they participate in aerobic activities (i.e., jumping rope, running, walking).	Fitness Test*

4	b	Demonstrate the proper techniques to basic exercises and have students practice those exercises on a weekly basis.	Fitness Test*
4	c,d	Introduce students to the exercises that are assessed in the President's Challenge on Physical Fitness at <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a> . Have students practice sit-ups, push-ups, etc., while watching the video "Chicken Fat".	Teacher Observation
4	d	Have students participate in a teacher constructed fitness test* at the beginning and end of the year.	Fitness Test* Portfolio
4	d	Students will walk, jog, or run laps for a specified amount of time around an area designated by the teacher. At the end of each lap the student is given a straw to keep count. Test at the beginning and end of the year to show improvement. Have students recognize the clock as a measurement of time.	Teacher Observation
5	a,c	Students will follow rules and procedures while learning how to play the game of Jacks. The student will sit on the floor with a partner. They will practice tossing the ball, slapping the floor and then catching the ball after it bounces once. When both partners learn this procedure, they will be given one jack.	Self assessment
5	b	While playing games such as "Pick-Up Sticks", students will demonstrate proper care of equipment when (1) getting equipment, (2) playing and (3) putting equipment away at the end of the class.	Teacher Observation
5	c	While participating in games such as "Duck, Duck Goose" students should demonstrate the ability to share space.	Teacher Observation
5 6	d b	Students will use locomotor skills on a low balance beam (1x4, 2x4 or painted lines on the parking lot can be substituted for the balance beam). Reinforce the importance of students encouraging other students.	Teacher Observation
6	a	Students will discuss how they feel when participating in various physical education activities.	Survey
5 6	a,d c	Students will identify a skill that is challenging to them and demonstrate a positive attitude while practicing this skill. Reinforce that challenging skills will vary from student to student.	Teacher Observation

## SECOND GRADE

The emphasis of physical education in second grade is to continue student development in fundamental motor skills, manipulative skills and movement experiences. Cognitive concepts associated with movement and fitness will enable the student to express positive attitudes toward healthy lifestyles and physical activities.

Second grade students should be able to model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through small and large group activities, involving sharing equipment and space.

Teachers should reinforce that changes in motor skills occur gradually over many years and that learning many different motor skills provides more choices for movement as they get older.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. *The competencies are required to be taught* through a variety of instructional strategies a district may develop. Competencies are not hierarchical or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

## Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

\* See glossary

## COMPETENCIES and Suggested Objectives:

### 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, F, AP)

- Demonstrate nonlocomotor\* movements with proficiency.
- Demonstrate locomotor\* movements at the intermediate level.
- Demonstrate manipulative\* movements at the beginner level.

### 2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (C, FM, GM, F)

- Identify the different body planes (i.e., front, back, side) and involve each while performing locomotor skills.
- Apply movement concepts and principles to a variety of basic skills.
- Understand the benefits of trying new or difficult tasks.

### 3. Exhibit a physically active lifestyle. (L, GM, FM, S, F)

- Engage in moderate to vigorous activities\* such as bike riding, swimming, etc., outside of class.
- Discover the positive effects physical activity has on the body (i.e., enhances respiratory functions, stimulates muscle growth, decreases hyperactivity, increases heart rate).

### 4. Achieve and maintain a health-enhancing level of physical fitness. (L, GM, F, C)

- Engage in and recognize the benefits of sustained physical activity that causes increased heart rate and respiration.
- Recognize components of physical fitness such as muscle strength, muscle endurance, and flexibility at an introductory level.
- Perform activities that result in the development of muscle strength and endurance, flexibility, and coordination at the introductory level.
- Exercise regularly to build endurance.

### 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (C, S, P, AP)

- Apply rules, procedures, and safe practices with little or no reinforcement.
- Work independently on task for short periods of time.
- Work cooperatively with a partner or group and recognize the enjoyment of shared play.
- Recognize the attributes that individuals with differences can contribute to group activities.
- Recognize and experience physical activities from other cultures.

**6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.  
(P, S, AP, L)**

- a. Cooperate in helping others to achieve goals.
- b. Be aware of the feelings resulting from challenges, successes, and failures during physical activity.

**Grade Level: Second Grade**

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>
1	a	Teacher will lead the class in a sequence of stretching exercises. These exercises will be followed by a series of locomotor exercises using correct form. This is a good warm-up to lead into an aerobic* type activity.	Teacher Observation
1	a	Use activities from Parachute Play to encourage students to demonstrate nonlocomotor activities.	Teacher Observation
1 5	b a,b,c	Instruct students on the correct form of kicking a soccer ball while running. Have students practice a number of drills using the soccer ball (i.e., dribbling, passing, etc.).	Rubric
1	b	Have students participate in relay races, tag games, and/or obstacle courses.	Self Assessment
1	c	Give students instruction on basic steps to jumping rope. Guide students into jumping rope at a fast pace, slow pace, and while in a forward motion. Have students participate in basketball drills- shooting and dribbling, hula-hoop activities, and volleyball activities.	Checklist
1 2 4 5	a b, c d a	Perform locomotor skills (i.e., running, hopping, skipping, leaping, etc.) to a beat. When the beat changes, the locomotor skill changes to that which is specified by the teacher. Students should be expected to maintain a smooth transition between skills.	Rubric
2 5	a a,c	Have students participate in a line dance to music. Rhythm and balance* should be identified as key elements. Have students participate in an aerobic class that includes dance steps along with stretching exercises.	Teacher Observation
2 4	b c	Have students demonstrate correct form for throwing a ball. As students begin motion, teacher will discuss the movement process in steps. The teacher will explain visual concentration: keeping the eyes focused on some point, fixed or moving. The teacher will explain weight transfer from the back to the front foot during execution of the skill. The teacher will explain follow-through (i.e., smooth progression of the initiated movement).	Rubric/Checklist
2	b	Use a variety of skills (i.e., shooting a basketball, serving a volleyball, and swinging a bat) to focus on the positive points of student's performance. Look for strengths in performance and use as a foundation for skill improvement.	Rubric/Checklist
2	c	Students should attempt to correct/improve their skill level based on feedback from the teacher. Feedback should be offered to students as soon as possible after the performance.	Teacher Observation

3	a	Have students draw pictures of people involved in different types of vigorous activities and identify feelings associated with each (i.e., happy, sad, tired, etc.). Give students a list of activities and have them identify how each activity makes them feel.	Poll
3	a	Keep a bulletin board with forms and information available to students regarding after school activities they can be involved with in the community. Have students write about after school activities in a journal.	Student Journal
4	a,b,c,d	Students will complete and discuss all 5 activities (i.e., curl-ups, endurance run, pull-ups or right angle push-ups, shuttle run, and V sit reach or sit and reach) of the President's Challenge to Physical Fitness and Sports Test at <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a> and compare/contrast fall test scores to spring test scores.	Project
5	a,b,c	Have students demonstrate socially acceptable ways (i.e., handshake, I'm sorry, Please forgive me) to resolve a conflict.	Role Play Demonstration
5	e	Have students create a dance to music from different cultures, countries, and/or ethnic groups.	Journal Rubric
5	e	Have students participate in games from other countries. Such examples include the "Corkscrew" ( England ), "Peteca" ( Brazil ), "Catch Your Tail" ( Nigeria ), "Spearing the Disk" ( Ethiopia ), "Catching Fishes in the Dark" ( China ), and "Ladder Jump" ( Australia ). Have students use maps to locate the country and/or continent where the game originated. (Resource- <i>Multicultural Games</i> , Human Kinetics, 1997)	Teacher Observation
6	b	Have students express feelings they associate with physical activity.	Journal

## THIRD GRADE

The emphasis of physical education in third grade is to demonstrate a mature form in fundamental motor skills, and continue the development of manipulative skills and movement experiences. Students will begin to use nonlocomotor skills in combination with movement skills. Cognitive concepts associated with movement and fitness will enable the student to demonstrate positive attitudes toward healthy lifestyles and physical activities.

Third grade students will model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through large group activities.

Teachers should reinforce the physical and mental benefits of aerobic activity. Teachers should also reinforce the importance of visual focus (see glossary) while performing a skill.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchical or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

## Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

\* See glossary

### COMPETENCIES and Suggested Objectives:

#### **1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)**

- Begin to use locomotor\* and nonlocomotor\* skills to perform rhythmic activities.
- Demonstrate an intermediate form of manipulative skills.
- Perform fundamental movement skills\* in a variety of settings.
- Apply manipulative\* skills to accomplish the objective of the activity.

#### **2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, GM, FM)**

- Adapt body movements according to particular obstacles.
- Understand how appropriate practice improves performance.
- Improve performance by participating in new and difficult tasks.

#### **3. Exhibit a physically active lifestyle. (L, F, AP)**

- Engage in moderate to vigorous\* physical activities.
- Explain the importance of a physically active lifestyle.

#### **4. Achieve and maintain a health-enhancing level of physical fitness. (F, L, C)**

- Maintain aerobic\* physical activity (i.e., continuous training, circuit training, etc.) for a specific time frame.
- Identify the importance of leading a healthy lifestyle.
- Associate specific physical activities with the components of health-related fitness (muscular strength\*, muscular endurance\*, flexibility\*, body composition\*, and aerobic fitness\*).
- Describe and develop a regular schedule of physical activity outside of the school setting.

#### **5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, S, L, AP)**

- Apply rules, procedures, and safety principles to any type of physical activity.
- Understand the importance of cooperation and respect for other students while participating in a physical activity.
- Work with others to obtain the common goal of an activity.
- Respect the limitations and abilities of themselves and others during physical activity.
- Engage in activity with others and reflect a positive attitude toward all students and faculty regardless of differences.

#### **6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, C, F, L, P, A)**

- Associate positive feelings toward physical education as a result of continued involvement in physical activities.
- Assist peers to achieve success in physical activity settings.

## Grade Level: Third Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Students will participate in a game of Hopscotch. Balance and smooth transition between movements should be identified as necessary skills to be successful.	Teacher Observation
1	b	Have students demonstrate mirroring/matching, meeting/parting, leading/following, and moving over/under. (Mirroring- Have students face one another and simultaneously do the same movements (i.e., jumping jacks, hopping on one foot, waving, etc.) as their partner. Matching- Have students repeat a motion after seeing a partner demonstrate a movement (i.e., jumping jacks hopping on one foot, waving, etc.).	Teacher Observation
1 2	b b	Students will throw a ball with mature form at a designated target. Students should understand the importance of hip rotation, directional side of body, placement of ball before the throw, follow through, etc.	Rubric
1 2 5	c a c	Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.	Rubric/Checklist
1 2	d b	Have students engage in activities such as horseshoes, basketball, and soccer. Have students identify which skill is being used and why. (For example, when playing horseshoes, the students should use the underhand toss instead of the overhand throw so the landing of the horseshoe is much softer.)	Teacher Observation
1 2 3	a,b,c,d a a	Students should complete a teacher-constructed obstacle course that requires a variety of locomotor movements, nonlocomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	Checklist
3 4	a b,c	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.	Project/Rubric
3	b	Students will develop an individual plan to exhibit a physically active lifestyle.	Peer Assessment
1 2 3 4	a a a a	Engage in selected activities that maintain the heart rate within the target heart rate*zone for a specified amount of time. See glossary on how to calculate target heart rate zone. Students should use basic multiplication, addition, and subtraction to calculate heart rate and target heart rate zone.	Portfolio
3 4	b b,c	Students will bring magazine pictures or drawings showing people with and without characteristics of a healthy lifestyle. Compare/contrast pictures.	Rubric
5	c	Have students work in groups to create and perform a dance routine to music from different cultures based on a story from that country. Have students demonstrate movements (running, jumping, falling, throwing, etc.), to show feelings (happy, sad, etc.) of the characters, and to create props that explain the setting (country).	Teacher Observation

6	b	Have students teach a skill identified by the teacher to a lower grade level or to a group with lesser abilities.	Teacher Observation
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## FOURTH GRADE

The fourth grade physical education framework introduces lead-up games and team sports. Students should be able to follow specific rules, procedures, and etiquette involved in participating in physical education with few reminders.

Fourth grade students will model acceptable behaviors for the physical activity setting. Safe practices, classroom rules and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through large group activities.

Teachers should reinforce the importance of cognitive ability in performing a complex movement and that fundamental skills are the building blocks to performing more complex actions. Teachers should explain that many games (i.e., baseball, volleyball) require students to use a series of fundamental movement skills (i.e., catching, throwing, running, balancing, serving, striking, etc.).

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. *The competencies are required to be taught* through a variety of instructional strategies a district may develop. Competencies are not hierarchical or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

### Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

\* See glossary

### COMPETENCIES and Suggested Objectives:

#### 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)

- Apply manipulative skills\* to enhance participation in physical activity settings.
- Employ fundamental movement skills\* in various settings.

#### 2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (C, L, S, P, FM)

- Apply specific direction and force to manipulative skills.
- Incorporate basic offensive and defensive strategies (i.e., one on one, arms out for balance on the balance beam, alignment of players in volleyball, etc.) in a variety of settings.

#### 3. Exhibit a physically active lifestyle. (L, F, C)

- Participate regularly in a variety of physical activities.
- Maintain participation in activities outside of the school setting.
- Identify benefits derived from physical activities.

**4. Achieve and maintain a health-enhancing level of physical fitness. (F, L, GM, AP)**

- a. Participate in moderate\* to vigorous\* physical activities on a daily basis.
- b. Understand health related fitness standards (muscular strength\*, muscular endurance\*, flexibility\*, aerobic fitness\*, and body composition\*) as defined by fitness testing\* and demonstrate physical fitness.

**5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, S, L, AP)**

- a. Work cooperatively and productively with a partner or in a group setting.
- b. Accept and respond to winning and losing with dignity and understanding.
- c. Share and appreciate different cultural, national, or ethnic activities or games.

**6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (L, F, S, AP, C)**

- a. Express enjoyment while participating in physical activity.
- b. Recognize personal challenges and experiences in physical activities.
- c. Encourage interaction with peers while performing physical activities.

**Grade Level: Fourth Grade**

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have students participate and learn rules in lead-up games such as one base baseball, sideline soccer, 2 on 1 hockey, and basketball Frisbee to demonstrate manipulative skills* (i.e., bouncing, throwing, kicking, rolling, striking, and trapping the ball, puck, or Frisbee).	Teacher Observation Written Test
1	b	Have students use skills learned in physical education in a variety of settings (i.e., recess, intramural sports, summer programs, pick-up games).	Teacher Observation
1 2	a a	Have students demonstrate the proper grip on a tennis racket to perform the forehand strike. Explain how the amount of force applied determines the distance that the ball lands.	Teacher Observation
2	b	Students will participate in a game of “Capture the Flag”. Each team has a designated area called “base”. “Base” is where each team’s flag is located. Each team also attempts to capture the opponent’s flag while protecting their flag. Observe students to determine if they are incorporating learned skills into game settings.	Teacher Observation
3 6	b a	Encourage students to participate in moderate to vigorous physical activities such as intramural sports offered by the school or local community programs. Have students write about physical activity experiences in other settings.	Self Assessment
3 6	c a	Have students interview a person with a healthy lifestyle and report to the class the benefits of physical activity.	Teacher Observation
1 4	b a	Have students participate in calisthenics*, lead-up games, or individual skills (i.e., balancing, running, hopping, skipping, throwing, catching, striking, kicking, etc.) to improve performance in activities that require students to use many skills.	Teacher Observation

4	b	Students will identify their strengths and weaknesses by participating in fitness tests, such as “Fitnessgram” <a href="http://www.americanfitness.net">www.americanfitness.net</a> or the “Presidential Challenge to Physical Fitness” <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a> .	Self Assessment Journal
1	b	Have students estimate the number of steps to specific places around campus. Then have students walk to these places and count the actual number of steps it takes. Discuss overestimating and underestimating. Have students create a pictograph or bar graph representing the number of steps taken.	Journal Written Assignment
6 5	a b	Have students write three sentences on the feelings they have when winning/losing and three sentences about the positive outcomes gained by participation in the game/sport.	Self Assessment
6 1	b b	Have students select and practice a skill that he/she needs to improve.	Self Assessment

## FIFTH GRADE

The fifth grade framework focuses on the mastery of fundamental movement and manipulative skills. The application of these skills through strategic performance is a crucial component. Instruction should also address rhythmic patterns and fitness acquisition as students participate in a wide variety of physical activities.

Fifth grade students should recognize the value of rules, fair play, safety and respect for others. Students should also continue to develop cooperation skills that allow for the completion of a common goal.

The teacher should reinforce the concept on how proper practice results in better performance of skills and how participation in physical activity can lead to a healthier lifestyle by delaying age related diseases.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

## Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

- See glossary

## COMPETENCIES and Suggested Objective

### 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, S, F)

- Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.
- Demonstrate improvement of form, strength, and accuracy in performing manipulative skills\*.
- Demonstrate movement skills with productivity during team activities.

**2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (C, GM, FM, L)**

- a. Plan basic offensive and defensive strategies designed for team activities.
- b. Recognize the critical elements that would enhance a peer’s performance of a specialized skill (i.e., grip in tennis, dribbling with fingertips in basketball, etc.).
- c. Identify basic techniques of movement skills and apply them with proficiency.

**3. Exhibit a physically active lifestyle. (F, L)**

- a. Identify opportunities in the school and community for regular participation in physical activity.
- b. Participate in physical activities that will help prevent a sedentary lifestyle.

**4. Achieve and maintain a health-enhancing level of physical fitness. (F, L, GM, AP)**

- a. Meet health-related fitness standards (i.e., muscular strength\*, muscular endurance\*, flexibility\*, aerobic fitness\*, and body composition\*) as defined by fitness testing.
- b. Demonstrate several activities involving each component of health-related fitness (muscular strength\*, muscular endurance\*, flexibility\*, aerobic fitness\*, and body composition\*).

**5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (C, S, P)**

- a. Demonstrate an understanding of various roles within group activities.
- b. Recognize and follow rules and procedures while maintaining ethical behavior during physical activities.
- c. Identify areas of concern for safety of self and others in physical activities.
- d. Recognize attributes that individuals with differences can bring to group activities.
- e. Work cooperatively with peers who demonstrate variations in skill development.

**6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, P, L, F)**

- a. Associate positive feelings that result from participation in physical activities.
- b. Use physical activity as a means of challenging one’s body and mind.
- c. Interact with peers while performing physical activities.

**Grade Level: Fifth Grade**

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>
1	a	Participate in running and dodging games that require twisting and turning.	Teacher Observation
1	a	Demonstrate the polka step (hop-step-together-step). Have students learn and perform steps to the electric slide.	Rubric
1	b	Have students practice overhand/underhand throwing, catching, shooting, dribbling, kicking, and striking activities at varying distances.	Checklist
1 5	c c	Play “Rip Flag” (i.e., Two teams will have different color flags attached at the waist level with Velcro. Each team must attempt to capture the other team’s flags using chasing and fleeing skills.	Teacher Observation

2	a	Have students create a routine using basketball passing skills (i.e., three on three dribble/pass, three on two, two on one full court drill).	Teacher Observation
2 5	b e	Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	Task Sheet Peer Assessment
2	c	Have students create and present a line dance using basic steps to music. Students should also develop knowledge of music through rhythm.	Task Sheet/Peer Assessment
3 4	a b	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league).	Student Journal
3	b	Encourage students to participate in activities such as walking, bike riding, and fishing. Discuss how these activities help prevent a sedentary lifestyle.	Checklist
4 4	a b	Administer pre and post fitness tests to measure cardiovascular endurance, muscular strength/endurance, body composition*, and flexibility. Have students write a summary about their perception of the fitness test results.	Pre and Post Fitness Tests
5	a	Assign students different roles within physical activities (i.e., student leader, umpire, scorekeeper, equipment manager, etc.) Rotate roles throughout the activity. Have students write about the responsibilities and importance of each role.	Teacher Observation Written Assignment
5	b	Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities.	Rubric
5	c	Have students list safety procedures for specific activities according to the level of involvement (i.e., player wearing helmet, player remaining in on-deck circle, spectator remaining aware of surroundings, umpire wearing protective gear, media remaining in designated areas, etc.).	Written Assignment
5	e	Have students role-play how to properly respect and care for a wheelchair bound person through verbal and nonverbal encouragement and assistance.	Teacher Observation
6	a	Create drawings, posters, or cartoons for the school/local newspaper that display the benefits of participating in physical activity.	Rubric Teacher Observation

## GLOSSARY

**Adapt-** To be able to use learned skills in situations other than the setting the skills were learned.

**Aerobic-** Energy produced by the utilization of oxygen.

**Aerobic Activities-** Exercise that requires a continuous use of oxygen over an extended period of time (i.e., briskly walking, running, etc.).

**Anaerobic Exercise-** Exercise in which the body's demand for oxygen is greater than the supply.

**Assessment-** Interpretation of measurements for the purpose of making decisions about placement, program planning, learning, and performance objectives.

**Balance-** A skill-related component of fitness that relates to the maintenance of equilibrium while stationary or moving.

**Body Composition-** A health-related component of fitness that relates to the relative amounts of muscle, fat, bone, and other vital body parts.

**Calisthenics-** Exercises that develop muscle tone and improve physical well being.

**Cardiovascular Endurance-** Health-related fitness component that relates to the ability of the circulatory and respiratory system to supply oxygen during sustained physical activity.

**Centers for Disease Control And Prevention (CDC)-** Federal agency within the United States Public Health Service responsible for tracking disease incidence and taking action to control the incidence of such diseases.

**Classroom assessment-** An assessment developed, administered, and scored by teacher /teachers with the purpose of evaluating individual or classroom student performance on a topic.

**Cognitive (C)-** Observing, studying and reading about an activity, focusing on the proper technique.

**Content Standards-** Expectations of what students should know and be able to do in particular subjects and grade levels.

**Continuous Skills-** Skills that do not have a defined beginning and end.

**Cool-down Exercises-** A necessary phase of physical activity (walking and stretching) that enables the body to gradually return to the non-exercising state.

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

**Developmentally Appropriate Activities –** Programs of activities suited for the developmental needs, capacities and limitations of students in physical education.

**Curriculum-** A body of material that defines the content to be taught and the methods to be used.

**Differences in Individuals-** Relating to the skill levels of individuals.

**Discrete skills-** Skills that have a defined beginning and end.

**Endurance-** The ability to continue performance of a movement activity.

**Equilibrium-** The state of a system whose motion is not being changed, accelerated, or decelerated.

**Evaluation-** Judgment requiring the quality, value, or worth of a response, product, or performance based on established criteria and usually based on multiple sources of information.

**Exercise-** Planned, structured, and repetitive body movement done to improve or maintain physical fitness.

**Feedback-** A verbal gesture, and/or physical consequence given immediately after a student responds to a cue.

**Fine Motor Skills (FM)-** Movement of small muscles, (e.g., writing, sewing, drawing, initiating facial gestures, pronouncing words).

**Fitness-** State of physical and mental well-being that allows the body to do work-related tasks.

**Fitness Tests-** tests (Pre-test, Post- test) that are given before a series of participation in physical activity and after a series of participation to determine an individual's progress.

**FITT-** Fitness, Intensity, Time, and Type of activity.

**Flexibility-**The ability of the joints, muscles and tendons to move freely with their full range of motion.

**Fundamental Movement Skills-** Basic skills that are necessary to improve performance.

**Gross Motor Skills (GM)-** Activities that require large muscle groups, (e.g., walking, running, standing on one leg, hopscotch).

**Heart Rate-**Number of times the heart beats per minute.

**Intermediate form-** Competent.

**Instructional Alignment-** Congruence of student outcomes, learning experiences and assessments.

**Lifetime Activity-** Skills and sports that can be used or played throughout life, not just at that particular time.

**Limitations-** Disadvantages an individual may have that limits his/her ability.

**Locomotor-** Moving that requires a series of actions to be repeated over and over (i.e., walk, run, jump, hop, skip, gallop, slide, leap).

**Manipulative Activities-** Activities such as jumping rope, keeping a foot bag in the air using repetitive foot contact, and juggling with scarves which require the use of manipulative skills (i.e., bounce, throw, kick, roll, hit, strike, trap). Manipulative activities develop both hand-eye coordination and dexterity.

**Manipulative Skills-** A skill in which an individual must handle an object with the hands, feet, or other body part.

**Mastery-** The capability to perform an activity repeatedly without error or hesitation at one's highest possible potential (proficient).

**Mature form-** The critical elements of a skill performed in a smooth a continuous motion.

**Maximum Heart Rate-** Highest heart rate value attainable during an all-out effort to the point of exhaustion ( $220 - \text{age}$ ).

**Metabolism-** The total of all chemical reactions that occur in the body during the production of energy for work.

**Moderate Activity-** Exercising at a rate between resting and target heart rate.

**Muscular Endurance-** The ability of a muscle or muscle group to perform repeated contractions without fatigue.

**Muscular Strength-** The amount of force exerted or resistance overcome by a muscle for a single repetition.

**Nonlocomotor-** Movements (i.e., push/pull, bend/stretch, twist/turn, swing/sway, fall/ride) one can do from a stationary position.

**Performance Assessment-** Assessment that requires students to construct a response, create a product, or perform a demonstration.

**Performance Task-** Authentic, meaningful task that requires the students to synthesize knowledge and skills learned and apply them to construct a response, create a product and/or performance that demonstrates understanding.

**Physical Activity-** Bodily movement produced by the contraction of skeletal muscles that results in energy expenditure.

**Physically Educated Person-** A person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates in physical activities, knows the implications and benefits of such activity; and values its contributions to wellness.

**Portfolio-** A collection of student work over time.

**Proficiency-**The mastery of a specific skill.

**Progression-** Gradually increasing the intensity and duration of an activity.

**Reaction Time-** The interval of time from a suddenly presented, unanticipated stimulus until the beginning of a response.

**Resting Heart Rate-** The heart rate at rest, usually 60-80 beats per minute.

**Rubric-** A set of scoring guidelines for assessing student work.

**Skill Development-** Goals of a physical education program, learned by practicing fundamentals of movement in a planned sequential manner.

**Skills-** The ability of students to use knowledge effectively and readily in performance, the ability to transform knowledge into action.

**Standards-** Statements of specific expectations.

**Strength-** The amount of force a muscle can exert.

**Specialized Skill-** A skill that is necessary for an individual to perform in a certain task.

**Sportsmanship-** The ability to follow the rules of the game, show courtesy to other participants, etc.

**Tactics-** Individual movements of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

**Target Heart Rate-** Maintaining an exercise heart rate between 60 and 80 percent of the maximum heart rate (See maximum heart rate).

**Technique-** The skill an individual uses to perform a specific task.

**Trap-** Method of stopping an object.

**Understanding-** Insight into key ideas, as reflected in thoughtful and effective use of knowledge and skills in varied situations.

**Vigorous Activity-** Exercising at target heart rate (See target heart rate).

**Visual Focus-** Where an individual should be looking when performing a skill (Example: When a student is attempting to balance his/her body they should be focused on a specific stationary place).

**Warm-Up Exercises-** Low intensity exercise designed to increase heart rate and raise the body's temperature to prepare for hard physical activity (i.e., stretching, walking, etc.).

## PHYSICAL EDUCATION CONNECTIONS

[www.aahperd.com](http://www.aahperd.com)

[www.awesomelibrary.org](http://www.awesomelibrary.org)

[www.cdc.gov](http://www.cdc.gov)

[www.edhelper.com](http://www.edhelper.com)

[www.funattic.com](http://www.funattic.com)

[www.nauticom.net](http://www.nauticom.net)

[www.ops.org/curriculum](http://www.ops.org/curriculum)

[www.pecentral.org](http://www.pecentral.org)

## Physical Education Information Resource List

American Alliance of Health, Physical Education, Recreation, and Dance  
1599 Clifton Road, NE  
Reston, VA 20191-1599  
[www.aahperd.org](http://www.aahperd.org)  
(800) 213-7193

American Cancer Society  
1900 Association Drive  
Atlanta, GA 30329-4251  
[www.acs.org](http://www.acs.org)  
(800) 227-2345

American Heart Association  
7272 Greenville Avenue  
Dallas, Texas 75231-4596  
[www.americanheart.org](http://www.americanheart.org)  
(800) 242-8721

National Association for Sport and Physical Education  
1900 Association Drive  
Reston, Virginia 20191-1599  
(800) 213-7193 Ext. 410  
[www.aahperd.org](http://www.aahperd.org)

Centers for Disease Control  
MS K- 32  
4700 Buford Highway, NE  
Atlanta, GA 30341-3724  
(888) CDC-4NRG  
[www.cdc.gov](http://www.cdc.gov)

National Recreation and Park Association  
2775 South Quincy Street, Suite 300  
Arlington, VA 22206-2204  
(800) 649-3042  
(703) 578-5558  
[www.nrpa.com](http://www.nrpa.com)

President's Council on Physical Fitness And Sports  
701 Pennsylvania Avenue, NW, Suite  
Washington, D.C. 20004  
(202) 272-3421  
[www.presidentschallenge.org](http://www.presidentschallenge.org)

National Association of Governor's  
Councils on Physical Fitness and Sports  
250 201 South Capitol Avenue, Suite 560  
Indianapolis, IN 46225  
(317) 237-5630

The Cooper Institute  
[www.cooperinstitute.org](http://www.cooperinstitute.org)

### **Suggested Physical Education Guides**

*Moving into the Future: National Standards for Physical Education* - developed by the National Association for Sport and Physical Education

*Moving into the Future: National Standards for Physical Education, 2nd edition* - developed by the National Association for Sport and Physical Education

*Children Moving* - authored by George Graham, Shirley Holt/Hale, and Melissa Parker

*Concepts and Principles of Physical Education: What Every Student Needs to Know, 2nd Edition* - developed by the National Association for Sport and Physical Education, edited by Bonnie Mohnsen

### **Suggested Assessment Resources**

A. K-12 Assessment Series- developed by National Association for Sport and Physical Education

- Video Tools for Teaching Motor Skills Assessment
- Standards-based Assessment for Student Learning
- Assessing Student Outcomes in Sport Education
- Assessment in Games Teaching
- Creating Rubrics for Physical Education
- Assessing and Improving Fitness in Elementary Physical Education
- Assessing Motor Skills in Elementary Physical Education

B. *Assessment Strategies for Elementary Physical Education* - Author: Suzanne Schiemmer

C. *Teaching for Outcomes in Elementary Physical Education* - Author: Christine J. Hopple

D. *Grades K-6 Assessment System* - Author: Karyn Shelhase

### **Suggested Cross Curriculum Guides**

A. *Shake and Learn Language Arts*: Authors: Martha Halter and Lisa Young

B. *Shake and Learn Grammar and Usage*: Authors: Martha Halter, Leslie Jolissant, and Lisa Young

C. *Action Based Learning*: Author: Jean Blaydes