

<b>CONCEPT 1</b> Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
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### PreK

The student will:

- demonstrate basic locomotor skills (walk, run, jump, hop, leap, etc.)
- manipulate objects of different sizes, shapes, and textures (stacking, throwing, balancing objects, etc.)
- move to fundamental rhythms (marching, clapping, etc.)
- demonstrate creativity in movement
- demonstrate spatial awareness of self to objects in the environment (gross motor control)
- engage in activities requiring muscular strength and flexibility

### Kindergarten

The student will:

- demonstrate basic locomotor skills (walk, run, slide, skip, jump, hop, gallop, leap, etc.)
- demonstrate movement concepts (directions, levels, heavy-light, and speeds)
- manipulate objects of different sizes, shapes, and textures (throwing, kicking, catching, tracking, and balancing objects, etc.)
- move to fundamental rhythms (marching, clapping, hopping, skipping, etc.)
- demonstrate creativity in movement with one to five different movement patterns
- demonstrate spatial awareness of self to objects in the environment (gross motor control)
- demonstrate nonlocomotor skills (turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling)
- move up and down stairs alternating feet
- engage in activities that build muscular strength and flexibility

### Grade 1

The student will:

- strengthen locomotor movements (jump and land using a combination of one- and two-footed take offs and landings, travel in a backward direction, etc.)
- demonstrate nonlocomotor movements (bending, turning, twisting, dodging, feinting, etc.)

(Continued)

**Grade 1 (Cont.)**

The student will:

- demonstrate smooth transitions between sequential motor skills (run then jump then gallop then turn around; stopping and starting)
- demonstrate simple tumbling skills such as forward roll, log roll, egg roll, etc.
- manipulate objects of different sizes, shapes and textures
  - kick a stationary ball with dominant foot
  - kick a moving ball
  - catch a ball bounced by a partner
  - jump over a moving rope
  - roll or toss a ball toward a target
  - toss scarves, hoops, beanbags, Frisbees, etc.
- move to rhythm activities focusing on combinations, even and uneven rhythm
- reproduce a series of movements and extended rhythmic skills from memory (songs with movements, i.e., Hokey Pokey)
- engage in activities that build muscular strength and flexibility
- demonstrate creativity in movement with one to five different movement patterns
- exercise control over the body as it relates to space (movement exercises, responding to verbal cues relating to movement, etc.)

**Grade 2**

The student will:

- demonstrate eye-hand and eye-foot co-ordination through object manipulation
  - underhand and overhand throw
  - catch, hand dribble, foot dribble
  - kick and strike
  - propel objects through space
  - control the movement of hula-hoops, scarves, bean bags
  - jump rope twirled by others and/or self
- exercise control over the body as it relates to space (movement exercises, responding to verbal cues relating to movement, etc.)
- demonstrate locomotor and nonlocomotor movement patterns (balance skills; unilateral, bilateral, cross lateral movements; and movements in combination)
- reproduce a sequence of movements and extended rhythmic skills from memory (songs with movements, i.e., Hokey Pokey)
- demonstrate tumbling skills such as forward roll, log roll, egg roll, straddle roll and backward roll
- use beginning strategies for simple group games
- engage in activities that build muscular strength and flexibility

**Grade 3**

The student will:

- enhance abilities in object manipulation, coordination activities and movement patterns
  - proper body mechanics of propelling objects through the air
  - sport-specific lead-up skills (chest pass, bounce pass, fielding, punt, trap a soccer ball, forearm pass, serve, swing a bat, etc.)
- demonstrate rhythmic skills in dance activities
- perform specific dance movements with direction from caller
- demonstrate tripod, head stand, balance beam skills, cartwheel
- use basic offensive and defensive concepts in modified versions of individual and team games
- engage in activities that build muscular strength and flexibility
- find pulse and determine pulse rate

**Grade 4**

The student will:

- engage in lead-up games using various forms of balls and striking objects
- demonstrate a variety of sports specific mechanics
  - weight transfer
  - step-pivot
  - follow-through
  - cross-lateral skills
  - eye-hand/eye-foot coordination
  - ready position
- adapt and refine movement patterns (change movements, combine movements)
- demonstrate advanced rhythmic skills (two-part and three-part dances, dance movements)
- use correct techniques for each of various activities
- engage in activities that build muscular strength and flexibility
- find pulse and determine pulse rate

*Note: advanced skills in gymnastics should be taught in specialized setting. The general P.E. class is not equipped for this level of instruction.*

**Grade 5**

The student will:

- use dominant and non-dominant hands and feet (passing, dribbling, kicking, and shooting techniques)
- demonstrate proficiency at stopping and catching objects
- demonstrate proficiency at striking actions using stationary game objects
- develop skill in striking a variety of moving game objects
- extend creative exploration to include rhythmic activities (movement to music, dance forms, etc.)
- integrate mechanics into team games (*Note: The important goal is the mechanics. The specific team game used is less important and a number of options are available. It is not an expectation that all the options will be used.*)
- engage in activities that build muscular strength and flexibility
- find pulse and determine pulse rate. (*Discuss the purpose and the value of this activity.*)

*Note: advanced skills in gymnastics should be taught in specialized setting. The general P.E. class is not equipped for this level of instruction.*

**Grade 6**

The student will:

- use correct techniques of object manipulation and movement through space using dominant and non-dominant hands and feet (passing, dribbling, kicking, shooting techniques)
- demonstrate proper body mechanics of various game skills
- demonstrate proficiency in striking a variety of moving game objects
- continue to extend individual creative exploration to include rhythmic activities (dance forms, social dances, etc.)
- engage in activities that build muscular strength and flexibility
- record the difference between resting and exercising heart rate
- discuss the reason for knowing heart rate (*see concept #7 in Health Curriculum Guidelines*)

**Grades 7 and 8**

The student will:

- demonstrate intermediate sport-specific skills for individual, dual, and team sports (*Note: The important goal is skill development. The specific individual, dual, and team game used is less important and a number of options are available. It is not an expectation that all the options will be used.*)

(Continued)

**Grades 7 and 8 (Cont.)**

The student will:

- demonstrate intermediate sport specific skills for dance and rhythmic activities
- engage in activities that build muscular strength and flexibility
- find and count resting and exercising heart rate

**Grades 9 through 12**

The student will:

- demonstrate advanced sport specific skills and strategies (life time sports, weight training, team games, individual and dual sports, etc.)
- engage in activities requiring use of the fitness components
- find and count resting and exercising heart rate
- compare relationships between resting heart rate, target heart rate, and recovery heart rate
- demonstrate advanced sport specific skills for dance and rhythmic activities
- list rules, court and field dimensions, scoring, equipment required, etc., of various games/sports
- recognize and use appropriate vocabulary for sport specific games

<b>CONCEPT 2</b> Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
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**PreK**

The student will:

- engage in basic activities that cause cardiovascular exertion
- engage in activities that develop muscular strength and endurance
- engage in activities that require flexibility
- identify benefits of exercise

**Kindergarten**

The student will:

- engage in basic activities that cause cardiovascular exertion
- engage in activities that develop muscular strength and endurance
- engage in activities that require flexibility
- demonstrate exercise that supports good posture
- identify benefits of exercise

**Grade 1**

The student will:

- engage in activities that develop muscular strength and cardiovascular endurance
- engage in activities that require flexibility
- demonstrate exercise that supports good posture
- describe the benefits of warm-up before exercise and cool-down after exercise

**Grade 2**

The student will:

- improve cardiovascular strength, flexibility, and cardiovascular endurance
- participate in each major fitness component of a standard physical fitness test
- identify the physiological indicators that accompany moderate to vigorous physical activity
- participate in warm-up before exercise and cool-down after exercise

**Grade 3**

The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, and muscular strength and endurance, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- discuss the benefits of warm-up before exercise and cool-down after exercise
- use the information from fitness assessment to improve selected fitness components
- independently choose a wide variety of physical activities which may promote life-time activities

**Grade 4**

The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, muscular strength and endurance, warm-up, cool-down, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from fitness assessment to improve selected fitness components
- independently choose a wide variety of physical activities which may promote life-time activities
- identify components of fitness (cardiovascular fitness, flexibility, and muscular strength and endurance, etc.) within various activities
- recognize appropriate personal fitness goals

**Grade 5**

The student will:

- monitor and record physical fitness components (cardiovascular fitness, flexibility, muscular strength and endurance, warm-up, cool-down, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from fitness assessment to improve selected fitness components
- choose a wide variety of physical activities which may promote life-time activities
- describe the benefits of moderate to vigorous physical activity in a variety of settings
- identify components of fitness within various activities
- differentiate between components of fitness, i.e., cardiovascular vs. muscular, flexibility vs. endurance
- set and work toward appropriate personal fitness goal(s)

**Grade 6**

The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, muscular strength and endurance, warm-up, cool-down, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from fitness assessment to improve selected fitness components
- choose a wide variety of physical activities which may promote life-time activities
- describe the benefits of moderate to vigorous physical activity in a variety of settings
- identify components of fitness within various activities
- differentiate between components of fitness, i.e., cardiovascular vs. muscular, flexibility vs. endurance
- define and implement appropriate personal fitness goals
- explain the potential detrimental effects of over exertion and over training

**Grades 7 and 8**

The student will:

- engage in more advanced activities that develop cardiovascular endurance, muscular strength and endurance, and flexibility
- differentiate between the body's response to physical activities of various exercise intensities (resting heart rate, target zone, training heart rate, and maximum heart rate)
- monitor, record, and interpret fitness level by comparing current fitness scores with previous scores
- experience basic principles of training that improve physical fitness (threshold, overload, specificity, frequency, intensity, duration, and mode of exercise)
- explain the potential detrimental effects of over exertion and over training, including use of performance enhancing drugs

**Grades 9 through 12**

The student will:

- identify personal status of:
  - cardiovascular endurance
  - muscular strength and endurance
  - body composition
  - flexibility

(Continued)

**Grades 9 through 12 (Cont.)**

The student will:

- design a personal fitness program based on the principles of fitness
- implement, interpret, and monitor a personal fitness program
- discuss the benefit of and how to maintain a healthy life style
- recognize and avoid the potential detrimental effects of over exertion and over training, including performance enhancing drugs
- identify muscles and define their mechanical functions (adduction, extension, etc.)
- design a personal training program to improve fitness

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
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### PreK

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, and traffic rules and patterns

### Kindergarten

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns

### Grades 1 and 2

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns
- demonstrate good sense of fair play in competition

**Grades 3 and 4**

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing

**Grades 5 and 6**

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as play ground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)

**Grades 7 and 8**

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.

(Continued)

**Grades 7 and 8 (Cont.)**

The student will:

- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)
- differentiate between inclusive and exclusionary behavior in physical activity settings, i.e., changing rules of activity to include less skilled players or choosing to pass the ball to less skilled players
- compare interactions in sports to personal interactions in the wider world

**Grades 9 through 12**

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)
- differentiate between inclusive and exclusionary behavior in physical activity settings, i.e., changing rules of activity to include less skilled players or failing to pass the ball to less skilled players
- compare interactions in sports to personal interactions in the wider world
- discuss the role of sports in a diverse world, such as the role of professional sports, the effect of age and gender on sport participation patterns, etc.

**CONCEPT 4** Students will demonstrate knowledge necessary to participate in lifetime physical activities.

### **Prek**

The student will:

- understand the vocabulary of movement concepts (high, low, fast, slow, light, heavy)
- follow rules of simple games and activities
- follow one step directions
- recognize simple formations (circle, line)

### **Kindergarten**

The student will:

- demonstrate an understanding of personal space
- demonstrate an understanding of the vocabulary of movement (high, low, fast, slow, light, heavy)
- demonstrate understanding of the vocabulary of direction (forward, backward, sideways)
- follow rules of simple games and activities
- follow one- and two-step directions
- perform simple routines

### **Grade 1**

The student will:

- demonstrate an understanding of personal space
- demonstrate an understanding of appropriate vocabulary (right, left, back, forward), skills (kick, throw, roll), transition signals, and safety words
- demonstrate appropriate rules and boundaries for games
- explain the basic rules of an activity or game
- follow the sequence of three or more directions given orally
- perform simple routines and formations

**Grade 2**

The student will:

- demonstrate an understanding of appropriate vocabulary (right, left, back, forward) skills (kick, throw, roll), transition signals, and safety words
- begin monitoring personal heart rate changes before, during, and after exercise, and recognize the difference
- demonstrate appropriate rules and boundaries for games
- give and follow directions
- apply rules to organized activities
- follow rules for specific activities

**Grade 3**

The student will:

- demonstrate an understanding of appropriate vocabulary, i.e., sport-specific terms such as punt, dribble, side kick, toe kick, chest pass, etc.
- find pulse and monitor personal heart rate changes before, during, and after exercise, and recognize the difference
- explain the difference between physical fitness components (muscular strength, flexibility, and endurance)
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify major muscle groups
- apply rules to organized activities
- follow rules for specific activities
- create and design activities that incorporate rules and boundaries

**Grade 4**

The student will:

- demonstrate an understanding of appropriate vocabulary, i.e., sport-specific terms such as punt, dribble, side kick, toe kick, chest pass, etc.
- find pulse and monitor personal heart rate changes before, during, and after exercise and recognize the difference
- monitor perceived exertion and recovery rate
- explain the necessity of warm-ups and cool-downs related to exercise
- explain the difference between physical fitness components (muscular strength and endurance, flexibility, and cardiovascular endurance)

(Continued)

**Grade 4 (Cont.)**

The student will:

- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify major muscle groups
- list the rules of games and activities

**Grade 5**

The student will:

- demonstrate an understanding of appropriate vocabulary
- count pulse rate reliably
- monitor perceived exertion and recovery rate
- list and define the components of physical fitness
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify exercises that affect each of the major muscle groups
- compare and contrast the concepts of force, speed, and time (sudden movements, slow movements, exploding, pushing, and pulling)
- discuss the similarities and differences between two or more team games/sports
- list and follow the rules of games and activities

**Grade 6**

The student will:

- demonstrate an understanding of appropriate sports/fitness vocabulary
- count pulse rate reliably
- monitor perceived exertion and recovery rate
- list and define the components of physical fitness
- define the elements of body composition
- identify exercises that affect each of the major muscle groups
- discuss the similarities and differences between two or more team games/sports
- list and apply the rules of games and activities

**Grades 7 and 8**

The student will:

- demonstrate an understanding of appropriate sports/fitness vocabulary
- explain basic principles of training that improve fitness, i.e., frequency, intensity, duration
- find and figure personal target heart rate
- distinguish between body fat and body weight
- explain proper form and technique for a variety of skills
- analyze skills and prescribe methods to improve
- analyze the rules of games and activities and put them into practice
- identify individual muscles
- explain the function of individual muscles

**Grades 9 through 12**

The student will:

- recognize that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction
- demonstrate ability to monitor and adjust activity levels to meet personal fitness goals (perceived exertion rate, target heart rate)
- list resources available to maintain an active lifestyle (type of activity, cost, type of facility, equipment required, etc.)
- describe personal status of muscular strength and endurance, flexibility, and cardiovascular endurance
- assess and analyze personal body composition
- explain basic principles of training that improve fitness ( i.e., frequency, intensity, duration, etc.

**PreK**

**CONCEPT 1** Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.

The student will:

- demonstrate basic locomotor skills (walk, run, jump, hop, leap, etc.)
- manipulate objects of different sizes, shapes and textures (stacking, throwing, balancing objects, etc.)
- move to fundamental rhythms (marching, clapping, etc.)
- demonstrate creativity in movement
- demonstrate spatial awareness of self to objects in the environment (gross motor control)
- engage in activities requiring muscular strength and flexibility

**CONCEPT 2** Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.

The student will:

- engage in basic activities that cause cardiovascular exertion
- engage in activities that develop muscular strength and endurance
- engage in activities that require flexibility
- identify benefits of exercise

**CONCEPT 3** Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, and traffic rules and patterns

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
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The student will:

- understand the vocabulary of movement concepts (high, low, fast, slow, light, heavy)
- follow rules of simple games and activities
- follow one step directions
- recognize simple formations (circle, line)

## Kindergarten

**CONCEPT 1** Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.

The student will:

- demonstrate basic locomotor skills (walk, run, slide, skip, jump, hop, gallop, leap, etc.)
- demonstrate movement concepts (directions, levels, heavy-light, and speeds)
- manipulate objects of different sizes, shapes, and textures (throwing, kicking, catching, tracking, and balancing objects, etc.)
- move to fundamental rhythms (marching, clapping, hopping, skipping, etc.)
- demonstrate creativity in movement with one to five different movement patterns
- demonstrate spatial awareness of self to objects in the environment (gross motor control)
- demonstrate nonlocomotor skills (turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling)
- move up and down stairs alternating feet
- engage in activities that build muscular strength and flexibility

**CONCEPT 2** Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.

The student will:

- engage in basic activities that cause cardiovascular exertion
- engage in activities that develop muscular strength and endurance
- engage in activities that require flexibility
- demonstrate exercise that supports good posture
- identify benefits of exercise

**CONCEPT 3** Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.

(Continued)

**CONCEPT 3 (Cont.)**

The student will:

- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns

**CONCEPT 4** Students will demonstrate knowledge necessary to participate in lifetime physical activities.

The student will:

- demonstrate an understanding of personal space
- demonstrate an understanding of the vocabulary of movement (high, low, fast, slow, light , heavy)
- demonstrate understanding of the vocabulary of direction (forward, backward, sideways)
- follow rules of simple games and activities
- follow one and two step directions
- perform simple routines

## Grade 1

**CONCEPT 1** Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.

The student will:

- strengthen locomotor movements (jump and land using a combination of one- and two-footed take offs and landings, travel in a backward direction, etc.)
- demonstrate nonlocomotor movements (bending, turning, twisting, dodging, feinting, etc.)
- demonstrate smooth transitions between sequential motor skills (run then jump then gallop then turn around; stopping and starting)
- demonstrate simple tumbling skills such as forward roll, log roll, egg roll, etc.
- manipulate objects of different sizes, shapes and textures
  - kick a stationary ball with dominant foot
  - kick a moving ball
  - catch a ball bounced by a partner
  - jump over a moving rope
  - roll or toss a ball toward a target
  - toss scarves, hoops, beanbags, Frisbees, etc.
- move to rhythm activities focusing on combinations, even and uneven rhythm
- reproduce a series of movements and extended rhythmic skills from memory (songs with movements, i.e., Hokey Pokey)
- engage in activities that build muscular strength and flexibility
- demonstrate creativity in movement with one to five different movement patterns
- exercise control over the body as it relates to space (movement exercises, responding to verbal cues relating to movement, etc.)

**CONCEPT 2** Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.

The student will:

- engage in activities that develop muscular strength and cardiovascular endurance
- engage in activities that require flexibility
- demonstrate exercise that supports good posture
- describe the benefits of warm-up before exercise and cool-down after exercise

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
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The student will:

- demonstrate the elements of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns
- demonstrate good sense of fair play in competition

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
--

The student will:

- demonstrate an understanding of personal space
- demonstrate an understanding of appropriate vocabulary (right, left, back, forward), skills (kick, throw, roll), transition signals, and safety words
- demonstrate appropriate rules and boundaries for games
- explain the basic rules of an activity or game
- follow the sequence of three or more directions given orally
- perform simple routines and formations

**Grade 2**

<b>CONCEPT 1</b>	Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
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The student will:

- demonstrate eye-hand and eye-foot co-ordination through object manipulation
  - underhand and overhand throw
  - catch, hand dribble, foot dribble
  - kick and strike
  - propel objects through space
  - control the movement of hula-hoops, scarves, bean bags
  - jump rope twirled by others and/or self
- exercise control over the body as it relates to space (movement exercises, responding to verbal cues relating to movement, etc.)
- demonstrate locomotor and nonlocomotor movement patterns (balance skills; unilateral, bilateral, cross lateral movements; and movements in combination)
- reproduce a sequence of movements and extended rhythmic skills from memory (songs with movements, i.e., Hokey Pokey)
- demonstrate tumbling skills such as forward roll, log roll, egg roll, straddle roll, and backward roll
- use beginning strategies for simple group games
- engage in activities that build muscular strength and flexibility

<b>CONCEPT 2</b>	Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
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The student will:

- improve cardiovascular strength, flexibility, and cardiovascular endurance
- participate in each major fitness component of a standard physical fitness test
- identify the physiological indicators that accompany moderate to vigorous physical activity
- participate in warm-up before exercise and cool-down after exercise

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
---

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns
- demonstrate good sense of fair play in competition

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
--

The student will:

- demonstrate an understanding of appropriate vocabulary (right, left, back, forward), skills (kick, throw, roll), transition signals, and safety words
- begin monitoring personal heart rate changes before, during, and after exercise, and recognize the difference
- demonstrate appropriate rules and boundaries for games
- give and follow directions
- apply rules to organized activities
- follow rules for specific activities

**Grade 3**

<b>CONCEPT 1</b>	Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
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The student will:

- enhance abilities in object manipulation, coordination activities and movement patterns
  - proper body mechanics of propelling objects through the air
  - sport-specific lead-up skills (chest pass, bounce pass, fielding, punt, trap a soccer ball, forearm pass, serve, swing a bat, etc.)
- demonstrate rhythmic skills in dance activities
- perform specific dance movements with direction from caller
- demonstrate tripod, head stand, balance beam skills, cartwheel
- use basic offensive and defensive concepts in modified versions of individual and team games
- engage in activities requiring muscular strength and flexibility
- find pulse and determine pulse rate

<b>CONCEPT 2</b>	Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
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The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, and muscular strength and endurance, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- discuss the benefits of warm-up before exercise and cool-down after exercise
- use the information from fitness assessment to improve selected fitness components
- independently choose a wide variety of physical activities which may promote life-time activities

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
---

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as play ground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
--

The student will:

- demonstrate an understanding of appropriate vocabulary, i.e., sport-specific terms such as punt, dribble, side kick, toe kick, chest pass, etc.
- find pulse and monitor personal heart rate changes before, during, and after exercise, and recognize the difference
- explain the difference between physical fitness components (muscular strength, flexibility and endurance)
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc
- identify major muscle groups
- apply rules to organized activities
- follow rules for specific activities
- create and design activities that incorporate rules and boundaries

**Grade 4**

<b>CONCEPT 1</b> Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
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The student will:

- engage in lead-up games using various forms of balls and striking objects
- demonstrate a variety of sports specific mechanics
  - weight transfer
  - step-pivot
  - follow-through
  - cross-lateral skills
  - eye-hand/eye-foot coordination
  - ready position
- adapt and refine movement patterns (change movements, combine movements)
- demonstrate advanced rhythmic skills (two-part and three-part dances, dance movements)
- use correct techniques for each of various activities
- engage in activities that build muscular strength and flexibility
- find pulse and determine pulse rate

*Note: advanced skills in gymnastics should be taught in specialized settings. The general P.E. class is not equipped for advanced level of instruction.*

<b>CONCEPT 2</b> Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
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The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, muscular strength and endurance, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from fitness assessment to improve selected fitness components
- independently choose a wide variety of physical activities which may promote life-time activities
- identify components of fitness (cardiovascular fitness, flexibility, and muscular strength and endurance, etc.) within various activities
- recognize appropriate personal fitness goals

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
---

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as play ground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
--

The student will:

- demonstrate an understanding of appropriate vocabulary, i.e., sport-specific terms such as punt, dribble, side kick, toe kick, chest pass, etc.
- find pulse and monitor personal heart rate changes before, during, and after exercise, and recognize the difference
- monitor perceived exertion and recovery rate
- explain the necessity of warm-ups and cool-downs related to exercise
- explain the difference between physical fitness components (muscular strength and endurance, flexibility, and cardiovascular endurance)
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify major muscle groups
- list the rules of games and activities

**Grade 5**

<b>CONCEPT 1</b> Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
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The student will:

- use dominant and non-dominant hands and feet (passing, dribbling, kicking, and shooting techniques)
- demonstrate proficiency at stopping and catching objects
- demonstrate proficiency at striking actions using stationary game objects
- develop skill in striking a variety of moving game objects
- extend creative exploration to include rhythmic activities (movement to music, dance forms, etc.)
- integrate mechanics into team games (*Note: The important goal is the mechanics. The specific team game used is less important and a number of options are available. It is not an expectation that all the options will be used.*)
- engage in activities requiring muscular strength and flexibility
- find pulse and determine pulse rate (*Discuss the purpose and the value of this activity.*)

*Note: advanced skills in gymnastics should be taught in specialized setting. The general P.E. class is not equipped for this level of instruction.*

<b>CONCEPT 2</b> Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
--

The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, muscular strength and endurance, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from fitness assessment to improve selected fitness components
- choose a wide variety of physical activities which may promote life-time activities
- describe the benefits of moderate to vigorous physical activity in a variety of settings
- identify components of fitness within various activities
- differentiate between components of fitness, i.e., cardiovascular vs. muscular, flexibility vs. endurance
- set and work toward appropriate personal fitness goal(s)

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
---

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as play ground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
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The student will:

- demonstrate an understanding of appropriate vocabulary
- count pulse rate reliably
- monitor perceived exertion and recovery rate
- list and define the components of physical fitness
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify exercises that affect each of the major muscle groups
- compare and contrast the concepts of force, speed and time (sudden movements, slow movements, exploding, pushing and pulling)
- discuss the similarities and differences between two or more team games/sports
- list and follow the rules of games and activities

**Grade 6**

<b>CONCEPT 1</b> Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
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The student will:

- use correct techniques of object manipulation and movement through space using dominant and non-dominant hands and feet (passing, dribbling, kicking, shooting techniques)
- demonstrate proper body mechanics of various game skills
- demonstrate proficiency in striking a variety of moving game objects
- continue to extend individual creative exploration to include rhythmic activities (dance forms, social dances, etc.)
- engage in activities requiring muscular strength and flexibility
- record the difference between resting and exercising heart rate (*see concept #7 in Health Curriculum Guidelines*)

<b>CONCEPT 2</b> Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
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The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, muscular strength and endurance, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from a fitness assessment to improve selected fitness components
- choose a wide variety of physical activities which may promote life-time activities
- describe the benefits of moderate to vigorous physical activity in a variety of settings
- identify components of fitness within various activities
- differentiate between components of fitness, i.e., cardiovascular vs. muscular, flexibility vs. endurance
- define and implement appropriate personal fitness goals
- explain the potential detrimental effects of over exertion and over training

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
---

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as play ground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
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The student will:

- demonstrate an understanding of appropriate sports/fitness vocabulary
- count pulse rate reliably
- monitor perceived exertion and recovery rate
- list and define the components of physical fitness
- define the elements of body composition
- identify exercises that affect each of the major muscle groups
- discuss the similarities and differences between two or more team games/sports
- list and apply the rules of games and activities

**Grades 7 and 8**

<b>CONCEPT 1</b> Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
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The student will:

- demonstrate intermediate sport specific skills for individual, dual, and team sports (*Note: The important goal is skill development. The specific individual, dual, and team game used is less important and a number of options are available. It is not an expectation that all the options will be used.*)
- demonstrate intermediate sport specific skills for dance and rhythmic activities
- engage in activities requiring muscular strength and flexibility
- find and count resting and exercising heart rate

<b>CONCEPT 2</b> Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
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The student will:

- engage in more advanced activities that develop cardiovascular endurance, muscular strength and endurance, and flexibility
- differentiate between the body's response to physical activities of various exercise intensities (resting heart rate, target zone, training heart rate, and maximum heart rate)
- monitor, record, and interpret fitness level by comparing current fitness scores with previous scores
- experience basic principles of training that improve physical fitness (threshold, overload, specificity, frequency, intensity, duration, and mode of exercise)
- explain the potential detrimental effects of over exertion and over training, including use of performance enhancing drugs

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
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The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as play ground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)
- differentiate between inclusive and exclusionary behavior in physical activity settings, i.e., changing rules of activity to include less skilled players or choosing to pass the ball to less skilled players.
- compare interactions in sports to personal interactions in the wider world

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
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The student will:

- demonstrate an understanding of appropriate vocabulary
- explain basic principles of training that improve fitness, i.e., frequency, intensity, duration
- find and figure personal target heart rate
- distinguish between body fat and body weight
- explain proper form and technique for a variety of skills
- analyze skills and prescribe methods to improve
- analyze the rules of games and activities and put them into practice
- identify individual muscles
- explain the function of individual muscles

**Grades 9 through 12**

<b>CONCEPT 1</b> Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
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The student will:

- demonstrate advanced sport specific skills and strategies (life time sports, weight training, team games, individual and dual sports, etc.)
- engage in activities requiring use of the fitness components
- find and count resting and exercising heart rate
- compare relationships between resting heart rate, target heart rate, and recovery heart rate
- demonstrate advanced sport specific skills for dance and rhythmic activities
- list rules, court and field dimensions, scoring, equipment required, etc., of various games/sports
- recognize and use appropriate vocabulary for sport specific games

<b>CONCEPT 2</b> Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
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The student will:

- identify personal status of:
  - cardiovascular endurance
  - muscular strength and endurance
  - body composition
  - flexibility
- design a personal fitness program based on the principles of fitness
- implement, interpret, and monitor a personal fitness program
- discuss the benefit of and how to maintain a healthy life style
- recognize and avoid the potential detrimental effects of over exertion and over training, including performance enhancing drugs
- identify muscles and define their mechanical functions (adduction, extension, etc.)
- design a personal training program to improve fitness

<b>CONCEPT 3</b> Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.
---

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)
- differentiate between inclusive and exclusionary behavior in physical activity settings, i.e., changing rules of activity to include less skilled players or failing to pass the ball to less skilled players
- compare interactions in sports to personal interactions in the wider world
- discuss the role of sports in a diverse world, such as the role of professional sports, the effect of age and gender on sport participation patterns, etc.

<b>CONCEPT 4</b> Students will demonstrate knowledge necessary to participate in lifetime physical activities.
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The student will:

- recognize that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction
- demonstrate ability to monitor and adjust activity levels to meet personal fitness goals (perceived exertion rate, target heart rate)
- list resources available to maintain an active lifestyle (type of activity, cost, type of facility, equipment required, etc.)
- describe personal status of muscular strength and endurance, flexibility, and cardiovascular endurance
- assess and analyze personal body composition
- explain basic principles of training that improve fitness (i.e., frequency, intensity, duration, etc.)