

# Kindergarten

## Physical Education Standards

- I. Demonstrates competency in a variety of motor skills and movement patterns
  - A. Demonstrate locomotor and non-locomotor skills in a variety of ways.
    1. Demonstrate walk, run and slide locomotor skills using critical elements.
    2. Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
    3. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
    4. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).
    5. Transfer weight by rocking and rolling.
    6. Move in time with a changing beat (e.g., music, drum, clap, stomp).
  - B. Demonstrate developing control of fundamental manipulative skills.
    1. Throw objects in a variety of ways to oneself.
    2. Catch a bounced ball.
    3. Use different body parts to strike a lightweight object (e.g., balloon) and keep it in the air.
    4. Kick a stationary ball.
    5. Dribble objects with the hand in a closed or stable environment.
    6. Roll a ball underhand.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships.
    1. Establish a movement vocabulary through exploration of body, space, effort and relationships.
    2. Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).
    3. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
    4. Identify boundaries for self-space and general space.
  - B. Demonstrate knowledge of critical elements of fundamental motor skills.
    1. Differentiate among locomotor skills.
    2. Repeat cue words for fundamental motor skills.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
  - A. Describes current level of physical activity and identifies additional physical activity opportunities.
    1. Recognize and differentiate between physical activity and inactivity.
    2. Track the amount of physical activity within physical education.
    3. Recognize that food provides energy for physical activity.
  - B. Understand the principles, components and practices of health-related physical fitness.

1. Recognize activities that could be used to improve each component of health-related fitness.
  2. Recognize that when one moves fast, the heart beats faster and breathing becomes faster.
  3. Recognize the importance of muscular strength to support body weight.
  4. Identify ways to stretch muscles in the body
- IV. Exhibits responsible personal and social behavior that respects self and others
- A. Know and follow procedures and safe practices.
    1. Respond positively to reminders of appropriate safety procedures.
    2. Follow directions and handle equipment safely.
    3. Work independently and safely in self and shared space.
    4. Explain rules related to safety and activity-specific procedures.
  - B. Responsible behavior in physical activity settings.
    1. Follow instructions and class procedures while participating in physical education activities.
    2. Demonstrate cooperation and consideration of others in partner and group physical activities.
    3. Demonstrate willingness to work with a variety of partners in physical education activities.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
- A. Identifies health benefits as reasons to value physical activity.
    1. Recognizes physical activity has positive health benefits.
  - B. Identifies reasons to participate in physical activity.
    1. Identify physical activities that are fun

## **First Grade Physical Education Standards**

- I. Demonstrates competency in a variety of motor skills and movement patterns
  - A. Demonstrate locomotor and non-locomotor skills in a variety of ways.
    1. Demonstrate gallop and hop locomotor skills using critical elements.
    2. Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
    3. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.
    4. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).

5. Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
  6. Move to a rhythmic beat or pattern.
- B. Demonstrate developing control of fundamental manipulative skills.
1. Throw using variations in time/force.
  2. Catch a self-tossed object with hands or an implement
  3. Strike an object (e.g., ball, balloon) using different body parts.
  4. Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick.
  5. Dribble an object with hands and feet in a stable environment through self and general space.
  6. Roll a ball to a specified target.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships.
1. Describe movement vocabulary terms in body, space, effort and relationships
  2. Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
  3. Apply different degrees of force, speed and direction when directed by the teacher.
  4. Apply concepts of self and general space to accomplish movement tasks.
- B. Demonstrate knowledge of critical elements of fundamental motor skills.
1. Differentiate among non-locomotor and manipulative skills.
  2. Repeat cue words for fundamental motor skills and apply them to improve performance.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- A. Describes current level of physical activity and identifies additional physical activity opportunities.
1. Identify opportunities for physical activity during the school day.
  2. Track the amount of physical activity within the school day.
  3. Differentiate between healthy and unhealthy food and beverage choices for physical activity.
- B. Understand the principles, components and practices of health-related physical fitness.
1. Identify activities that align with each component of health-related fitness.
  2. Identify the heart as a muscle that grows stronger with exercise and physical activity.
  3. Identify ways to strengthen muscles.
  4. Identify ways to stretch muscles in the upper and lower body.
- IV. Exhibits responsible personal and social behavior that respects self and others
- A. Know and follow procedures and safe practices.
1. Respond positively to reminders of appropriate safety procedures.
  2. Follow directions and handle equipment safely.
  3. Work independently and complete activities.
  4. Explain rules related to safety and activity-specific procedures.

- B. Responsible behavior in physical activity settings.
  - 1. Follow instructions and class procedures while participating in physical education activities.
  - 2. Describe examples of cooperation and sharing in a variety of physical activities.
  - 3. Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
  - A. Identifies health benefits as reasons to value physical activity.
    - 1. Recognize more physical activity leads to additional health benefits.
  - B. Identifies reasons to participate in physical activity.
    - 1. Identify why a physical activity is fun.

## **Second Grade Physical Education Standards**

- I. Demonstrates competency in a variety of motor skills and movement patterns
  - A. Demonstrate locomotor and non-locomotor skills in a variety of ways.
    - 1. Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.
    - 2. Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.
    - 3. Perform combinations of non-locomotor and locomotor skills in a movement pattern.
    - 4. Demonstrate static and balance skills as part of a movement pattern.
    - 5. Perform combinations of rolling and balance skills.
    - 6. Perform rhythmic dance steps and sequences.
  - B. Demonstrate developing control of fundamental manipulative skills.
    - 1. Throw overhand a variety of objects demonstrating a side orientation.
    - 2. Catch objects coming from different directions, heights and speed.
    - 3. Strike a variety of objects with the hand or an implement with purpose to control force/direction.
    - 4. Kick a rolled or moving ball with the laces for power.
    - 5. Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.
    - 6. Roll a ball or object to a moving target.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships.

1. Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.
    2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
    3. Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).
    4. Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.
  - B. Demonstrate knowledge of critical elements of fundamental motor skills.
    1. Differentiate between locomotor, non-locomotor and manipulative skills.
    2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
  - A. Describes current level of physical activity and identifies additional physical activity opportunities.
    1. Identify opportunities for physical activity at school, home and in the community
    2. Track the amount of physical activity within the school day and compare it to the recommendation for daily physical activity.
    3. Suggest alternatives to unhealthy food and beverage choices related to physical activity.
  - B. Understand the principles, components and practices of health-related physical fitness
    1. Recall activities that align with each component of health-related fitness.
    2. Name activities that increase heart rate
    3. Identify activities to improve muscular strength.
    4. Identify ways to stretch muscles in various parts of the body.
- IV. Exhibits responsible personal and social behavior that respects self and others
  - A. Know and follow procedures and safe practices.
    1. Respond positively to reminders of appropriate safety procedures.
    2. Follow directions and handle equipment safely.
    3. Complete activities and take responsibility for actions.
    4. Explain rules related to safety and activity-specific procedures.
  - B. Responsible behavior in physical activity settings
    1. Follow instructions and class procedures while participating in physical education activities.
    2. Demonstrate cooperation with others when resolving conflicts.
    3. Interact positively with others in partner and small group activities without regard to individual differences.
    4. Take turns using equipment or performing a task.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
  - A. Identifies health benefits as reasons to value physical activity.

1. Identify specific health benefits from participation in daily physical activity.
- B. Identifies reasons to participate in physical activity.
  1. Discuss personal reasons (why?) for enjoying physical activity

## **Third Grade Physical Education Standards**

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Combine locomotor and non-locomotor skills into movement patterns
    1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.
    2. Jump rope demonstrating a variety of footwork skills.
    3. Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns.
    4. Perform teacher-selected and developmentally appropriate dance steps and movement patterns.
  - B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.
    1. Throw overhand with force using appropriate critical elements.
    2. Catch a variety of objects in dynamic conditions using the critical elements.
    3. Strike an object with an implement using the critical elements.
    4. Kick a ball with the inside of the foot to a target using the critical elements.
    5. Dribble and maintain control while moving through space using the critical elements.
    6. Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Demonstrate and apply basic tactics and principles of movement.
    1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
    2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.
    3. Recognize offensive and defensive situations.
    4. Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.
  - B. Demonstrate knowledge of critical elements for more complex motor skills.
    1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills.
    2. Explain how appropriate practice improves performance.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- A. Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.
    - 1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
    - 2. Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.
    - 3. Identify a variety of nutritious food choices from each food group that will help balance the body with physical activity.
  - B. Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.
    - 1. Identify specific activities that could improve each health-related fitness component.
    - 2. Assess heart rate during physical activity and exercise.
    - 3. Identify activities to improve muscular strength and endurance in the core area.
    - 4. Recognize the importance of warm-up and cool-down activities.
    - 5. Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).
    - 6. Identify the frequency and type of exercise in relationship to the FITT principle.
- IV. Exhibits responsible personal and social behavior that respects self and others.
- A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.
    - 1. Follow rules, safe practices and engage in class activities.
    - 2. Identify equipment-specific safety rules and follow them.
    - 3. Recognize characteristics of the equipment and environment that affect safe play.
  - B. Interact and communicate positively with others.
    - 1. Work cooperatively with a partner in the development of an activity, dance sequence or game.
    - 2. Cooperate with a partner or small group by taking turns and sharing equipment.
    - 3. Demonstrate acceptance of skill and ability of others through verbal and nonverbal behavior.
    - 4. Demonstrate cooperation with others when resolving conflict.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- A. Identifies multiple, specific health benefits as a reason to value physical activity.
    - 1. Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
  - B. Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.
    - 1. Identify reasons for enjoying a selected physical activity.
    - 2. Identify the feelings that come with the challenge of learning a new physical activity.
    - 3. Recognize that physical activity provides opportunities for social interaction.

# Fourth Grade

## Physical Education Standards

- I. Demonstrates competency in a variety of motor skills and movement patterns
  - A. Combine locomotor and non-locomotor skills into movement patterns
    1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope).
    2. Jump rope demonstrating a variety of footwork and arm action skills.
    3. Combine balance and weight transfer skills in a movement sequence.
    4. Combine locomotor movement patterns and dance steps to create and perform a dance.
  - B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.
    1. Throw overhand with force using appropriate critical elements.
    2. Catch a variety of objects in dynamic conditions using the critical elements.
    3. Strike an object with an implement using the critical elements.
    4. Kick a ball with the inside of the foot to a target using the critical elements.
    5. Dribble and maintain control while moving through space using the critical elements.
    6. Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Demonstrate and apply basic tactics and principles of movement.
    1. Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike).
    2. Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players).
    3. Identify open space and areas of space to defend in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).
    4. Select correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).
  - B. Demonstrate knowledge of critical elements for more complex motor skills.
    1. Identify correct and incorrect aspects of skill performance using critical elements.
    2. Explain how to improve the performance of a movement or skill.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  - A. Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.
    1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.

2. Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.
  3. Recognize the benefits of food choices from each food group related to physical activity.
- B. Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.
1. Link specific activities to the appropriate health-related fitness component.
  2. Interpret heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.
  3. Identify activities to improve muscular strength and endurance in the upper and lower body.
  4. Identify warmup and cool-down activities.
  5. Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement.
  6. Identify the intensity and time of exercise in relationship to the FITT principle.
- IV. Exhibits responsible personal and social behavior that respects self and others.
- A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.
1. Follow rules, safe practices and engage in class activities.
  2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).
  3. Engage in activities and stay on task with prompts and encouragement from others.
- B. Interact and communicate positively with others.
1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play
  2. Participate with a group in cooperative problem-solving activities.
  3. Demonstrate cooperation with and respect for peers different from oneself.
  4. Demonstrate cooperation with others when resolving conflict.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- A. Identifies multiple, specific health benefits as a reason to value physical activity.
1. . Identify three health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
- B. Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.
1. Identify specific reasons for enjoying a selected physical activity
  2. Identify aspects of a physical activity that are challenging.
  3. Identify the social benefits of a selected physical activity.

## Fifth Grade

# Physical Education Standards

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Combine locomotor and non-locomotor skills into movement patterns
    - 1. Perform a movement sequence comprising both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.
    - 2. Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice.
    - 3. Combine balance and transferring weight with movement skills in a gymnastics or dance sequence
    - 4. Combine skills in dances with correct rhythm and pattern.
  - B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.
    - 1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.
    - 2. Catch with an implement (e.g., glove, scoop) using the critical elements.
    - 3. Strike an object with an implement using critical elements in relation to distance, space and direction demands.
    - 4. Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target).
    - 5. Dribble under control during a game or game-like situation using the critical elements.
    - 6. Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Demonstrate and apply basic tactics and principles of movement.
    - 1. Identify similar patterns/concepts across related activities (e.g., striking with a bat, tennis forehand).
    - 2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.
    - 3. Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).
    - 4. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).
  - B. Demonstrate knowledge of critical elements for more complex motor skills.
    - 1. Apply critical elements to analyze and provide feedback on motor-skill performance of others.
    - 2. Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues).
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- A. Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.
    - 1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
    - 2. Track physical activity minutes to determine progress toward daily recommendation.
    - 3. Discuss the benefits of healthy eating in relation to physical activity.
  - B. Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.
    - 1. Recall specific activities that could improve each health-related fitness component.
    - 2. Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.
    - 3. Identify specific activities to improve muscular strength and endurance throughout the body.
    - 4. Identify warmup and cool-down activities.
    - 5. Analyze the results of a fitness assessment to identify exercises and/or activities to improve or maintain health related fitness components.
    - 6. Link/match the FITT principle with the appropriate description.
- IV. Exhibits responsible personal and social behavior that respects self and others.
- A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.
    - 1. Adhere to class and activity-specific rules and safe practices.
    - 2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).
    - 3. Engage in activities and take responsibility for actions.
  - B. Interact and communicate positively with others.
    - 1. Lead, follow and support group members to improve play in cooperative and competitive settings.
    - 2. Evaluate personal behavior to ensure positive effects on others.
    - 3. Demonstrate respectful and responsible behavior toward peers different from oneself.
    - 4. Demonstrate cooperation with others when resolving conflict.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- A. Identifies multiple, specific health benefits as a reason to value physical activity.
    - 1. Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.
  - B. Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.
    - 1. Identify multiple specific reasons for enjoying a selected physical activity.
    - 2. Identify aspects of a physical activity that are challenging, yet enjoyable.
    - 3. Identify specific social benefits of a selected physical activity.

# Sixth Grade Physical Education Standards

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.
    1. Demonstrate movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba).
    2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.
    3. Perform simple dance sequences.
  - B. Demonstrate critical elements of specialized manipulative skills in a variety of settings.
    1. Send, receive, dribble and shoot in game-like practice using appropriate critical elements.
    2. Strike an object with hand or implement in game-like practice using appropriate critical elements.
    3. Strike and field an object with foot, hand or implement in game-like practice.
    4. Send an object to a target in game-like practice using appropriate critical elements.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Apply tactical concepts and performance principles in game-like settings.
    1. Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).
    2. Demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).
    3. Identify correct decision in game-like settings.
  - B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.
    1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.
    2. Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  - A. Develops a plan to meet the recommendation for daily physical activity.
    1. Identify a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.
    2. Identify active alternatives to screen time.
    3. Collect physical activity assessment data and create a plan to improve or maintain physical activity levels.

- B. Utilizes principles and practices to design a personalized health-related fitness plan.
  - 1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
  - 2. Calculate target heart rate and describe rates of perceived exertion (using RPE scale).
  - 3. Identify major muscles used in selected physical activities.
  - 4. Identify activities to improve upper body flexibility.
  - 5. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.
  - 6. Identify foods and appropriate servings to balance calorie intake with energy expenditure.
  
- IV. Exhibits responsible personal and social behavior that respects self and others.
  - A. Develop and apply rules, safe practices and procedures in physical activity settings.
    - 1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
    - 2. Acknowledge and apply rules to game situations to ensure personal and group safety.
    - 3. Make choices to demonstrate self-direction and effort.
  - B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.
    - 1. Offer positive suggestions to facilitate group progress in physical activities.
    - 2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
    - 3. Show consideration of the rights and feelings of others when resolving conflict.
    - 4. Accept decisions made by the designated official and return to activity.
  
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
  - A. Makes a connection between participation in physical activity and physical, emotional and intellectual health.
    - 1. Describe how being physically active contributes to a healthy body.
    - 2. Describe how being physically active contributes to emotional health.
    - 3. Describe how being physically active contributes to intellectual health.
  - B. Discusses the positive impact physical activity has on his or her life.
    - 1. Identify enjoyable physical activities.
    - 2. Identify a specific activity the student plays because he or she finds it challenging.
    - 3. Identify a specific activity the student plays because of the opportunities for social interaction.

## **Seventh Grade Physical Education Standards**

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.
    - 1. Demonstrate a routine that includes a variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.
    - 2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings.
    - 3. Perform basic folk/square/line-dance sequences to music.
  - B. Demonstrate critical elements of specialized manipulative skills in a variety of settings.
    - 1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.
    - 2. Strike an object with hand or implement using appropriate critical elements in controlled practice and singles/ small-sided net/wall games.
    - 3. Strike and field an object with foot, hand or implement using appropriate critical elements in controlled practice and small-sided striking/fielding games.
    - 4. Send an object to a target in controlled practice and individual/small-sided games.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Apply tactical concepts and performance principles in game-like settings.
    - 1. Create space and position self in space to create scoring opportunities.
    - 2. Defend space and position self in space to prevent opponents from attacking or scoring.
    - 3. Select correct decision in game-like settings.
  - B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.
    - 1. Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.
    - 2. Identify ways to improve movement performance using cues, drills or fitness activities.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  - A. Develops a plan to meet the recommendations for daily physical activity.
    - 1. Analyze a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.
    - 2. Identify active alternatives to screen time.
    - 3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.
  - B. Utilizes principles and practices to design a personalized health-related fitness plan.
    - 1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
    - 2. Adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale).
    - 3. Apply the principle of specificity to identify exercises to improve muscular strength and endurance.
    - 4. Identify activities to improve lower body flexibility.

5. Design a fitness plan based on the results of health-related fitness assessment. Identify healthy food choices and appropriate servings to balance calorie intake with energy expenditures.
- IV. Exhibits responsible personal and social behavior that respects self and others.
- A. Develop and apply rules, safe practices and procedures in physical activity settings.
    1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
    2. Acknowledge and apply rules to game situations to ensure personal and group safety.
    3. Engage in activities, stay on task, challenge oneself and take responsibility for actions.
  - B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.
    1. Offer positive suggestions or constructive feedback to facilitate group progress.
    2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
    3. Resolve conflict with sensitivity to the rights and feelings of others.
    4. Accept and respect decisions made by the designated official.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- A. Makes a connection between participation in physical activity and physical, emotional and intellectual health.
    1. Identify activities that can provide health benefits for at least three components of fitness.
    2. Describe how different physical activities have an impact on emotional health.
    3. Describe how different physical activities have an impact on intellectual health.
  - B. Discusses the positive impact physical activity has on his or her life.
    1. Analyze reasons to enjoy specific physical activities.
    2. Analyze a specific activity the student plays because he or she finds it challenging.
    3. Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.

## **Eighth Grade Physical Education Standards**

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.

1. Demonstrate a routine that combines movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence coordinated with the music rhythm.
    2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of individual performance activities (e.g., fitness, track and field, martial arts).
    3. Perform a variety of simple dance sequences to the music or rhythm as an individual, with a partner or in a small group.
  - B. Demonstrate critical elements of specialized manipulative skills in a variety of settings.
    1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.
    2. Strike an object with hand or implement in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.
    3. Strike and field an object with foot, hand or implement in controlled practice and apply these skills to striking/ fielding games to achieve successful game-related outcomes.
    4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game related outcomes.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Apply tactical concepts and performance principles in game-like settings.
    1. Move to open space to receive passes or create space for others.
    2. Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.
    3. Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.
  - B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.
    1. Analyze specific sport and movement skills using biomechanical principles and critical elements.
    2. Develop a plan to improve movement performance using movement principles, critical elements, drills and biomechanical principles.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  - A. Develops a plan to meet the recommendations for daily physical activity.
    1. Plan a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines and personal preferences.
    2. Identify active alternatives to screen time.
    3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.
  - B. Utilizes principles and practices to design a personalized health-related fitness plan.
    1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
    2. Apply target heart rate and rates of perceived exertion (using RPE scale) to improve or maintain cardiorespiratory endurance.

3. Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.
  4. Develop a series of activities to improve flexibility and to warm-up and cool-down for each activity.
  5. Design and implement a fitness plan based on the results of health-related fitness assessment.
  6. Apply nutritional concepts and strategies to balance healthy foods, snacks and beverages with fitness levels.
- IV. Exhibits responsible personal and social behavior that respects self and others.
- A. Develop and apply rules, safe practices and procedures in physical activity settings.
    1. Work cooperatively with peers of differing skill to promote a safe school environment.
    2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.
    3. Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.
  - B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.
    1. Provide support or positive suggestions to facilitate group progress or success.
    2. Demonstrate and encourage respect for individual similarities and differences through positive interaction.
    3. Resolve conflict with sensitivity to the rights and feelings of others.
    4. Accept and respect decisions made by the designated official.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- A. Makes a connection between participation in physical activity and physical, emotional and intellectual health.
    1. Link the health benefits that result from participation in specific physical activities.
    2. Make a connection between physical activities and emotional health.
    3. Make a connection between physical activity and intellectual health.
  - B. Discusses the positive impact physical activity has on his or her life.
    1. Discuss the reasons for participating in a selected physical activity.
    2. Discuss the challenging aspects of participating in a selected physical activity.
    3. Discuss the social benefits of participating in a selected physical activity.

# High School I

## Physical Education Standards

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Demonstrate combined movement skills and patterns in authentic settings.

1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence with the music or rhythm as an individual or with a partner or group in a performance setting.
  2. Demonstrate consistency in individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).
  3. Demonstrate consistency in performing individual specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities, track and field).
- B. Demonstrate specialized manipulative skills in a variety of settings.
1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small- sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse).
  2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net- wall games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).
  3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, bowling, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).
  4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo).
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- A. Apply knowledge of tactical concepts and strategies in authentic settings.
1. Describe tactics to participate successfully in small-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
  2. Describe effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
  3. Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).
- B. Apply biomechanical principles to performance in authentic settings.
1. Describe critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform movement forms.
  2. Analyze performance of self and others in select movement forms.
  3. Identify ways to improve performance of select movement forms using cues, practice drills and fitness activities.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- A. Develops a current and lifetime physical activity plan.
1. Identify current and future lifetime physical activity opportunities.

2. Analyze technology, social media or community physical activity opportunities.
  3. Create a physical activity plan to meet current needs and interests.
- B. Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.
1. Analyze and apply technology to support fitness and physical activity.
  2. Identify activities and apply fitness principles (e.g., rates of perceived exertion, pacing) to maintain or improve cardiorespiratory endurance.
  3. Identify different types of strength activities and apply fitness principles to develop muscular strength and endurance.
  4. Identify activities and apply FITT principles to improve or maintain flexibility.
  5. Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness.
  6. Apply nutritional concepts for exercise and create a snack plan for before, during and after exercise to meet nutrition needs.
- IV. Exhibits responsible personal and social behavior that respects self and others.
- A. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.
1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
  2. Identify unsafe practices and offer appropriate alternatives.
  3. Give consistent effort at an appropriate level of challenge and take responsibility for individual actions.
- B. Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.
1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
  2. Recognize how to modify group activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.
  3. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- A. Analyzes the activity to identify specific physical, mental and social health benefits.
1. Analyze the impact of physical activity on the body and explain the health benefits of regular participation in moderate to vigorous physical activity.
  2. Analyze the impact of physical activity on emotional health.
  3. Analyze the connection between physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.
- B. Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.
1. Share the specific reasons for participating in a selected physical activity.
  2. Identify the challenges in learning a new physical activity.

3. Articulate reasons that specific physical activities would be enjoyable as lifetime pursuits.
4. Share the specific social benefits resulting from participation in a selected physical activity.

# High School II

## Physical Education Standards

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Demonstrate combined movement skills and patterns in authentic settings.
    1. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres (e.g., line, hip-hop, aerobic, square, jazz, tap, modern, ballet, interpretive, folk, social, African American cultural).
    2. Demonstrate competent performance of individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).
    3. Demonstrate competent performance of individual specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics).
  - B. Demonstrate specialized manipulative skills in a variety of settings.
    1. Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.
    2. Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in net/ wall games within authentic settings.
    3. Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.
    4. Demonstrate competent skill performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Apply knowledge of tactical concepts and strategies in authentic settings.
    1. Apply tactics to participate successfully in full-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
    2. Implement effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
    3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).
  - B. Apply biomechanical principles to performance in authentic settings.
    1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.

2. Analyze and evaluate the performance of self and others across multiple movement forms.
  3. Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to improve movement performance.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- A. Develops a current and lifetime physical activity plan.
    1. Identify current and future physical activity opportunities along with barriers and helpers to being physically active.
    2. Analyze community physical activity opportunities for quality, accessibility and availability.
    3. Create a lifetime physical activity plan to meet adult physical activity needs.
  - B. Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.
    1. Analyze and apply technology and social media tools to support fitness and physical activity.
    2. Develop a cardiorespiratory endurance plan that identifies activities and applies fitness principles to improve or maintain.
    3. Develop muscular strength and endurance plan that identifies activities and applies fitness principles to improve or maintain.
    4. Develop a flexibility plan that identifies activities and applies fitness principles to improve or maintain flexibility.
    5. Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness for a college-age student or adult.
    6. Design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- IV. Exhibits responsible personal and social behavior that respects self and others.
- A. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.
    1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
    2. Recognize unsafe conditions in an athletic venue and independently take steps to correct them.
    3. Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts).
    4. Demonstrate self-direction in a variety of physical activities and try out new or different tasks or challenges
  - B. Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.
    1. Encourage appropriate cooperative and socially responsible behavior of participants and audience.
    2. Modify group activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.

3. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- A. Analyzes the activity to identify specific physical, mental and social health benefits.
    1. Analyze the impact of a specific physical activity on the body and link the benefits to all of the components of fitness.
    2. Analyze the impact of a specific physical activity on emotional health.
    3. Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.
  - B. Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.
    1. Articulate reasons to participate in specific physical activities that would be enjoyable as lifetime pursuits with a clear message about the reasons and effectively encourage others to participate in the activity.
    2. Identify the feelings that come with the challenge of learning a new physical activity.
    3. Research and identify options/ways for people to participate in the physical activity now and throughout their lives.
    4. Describe the social benefits of participating in a selected lifetime physical activity.

## **High School Weight Training**

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Demonstrate combined movement skills and patterns in authentic settings.
    1. Demonstrate competent performance of individual specialized skills in health-related fitness activities.
    2. Demonstrate competent performance of individual specialized skills in select movement forms.
    3. Implement effective strategies for successful performance in select categories of movement forms.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Apply biomechanical principles to performance in authentic settings.
    1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
    2. Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to improve movement performance.

3. Analyze and evaluate performance of self and others across multiple movement forms.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
    - A. Develops a current and lifetime physical activity plan.
      1. Analyze community physical activity opportunities for quality, accessibility and availability.
      2. Create a lifetime physical activity plan to meet adult physical activity needs.
      3. Identify current and future physical activity opportunities along with barriers and helpers to being physically active.
    - B. Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.
      1. Develop a muscular strength and endurance plan that identifies activities and applies fitness principles to improve or maintain.
      2. Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness for a college-age student or adult.
  - IV. Exhibits responsible personal and social behavior that respects self and others.
    - A. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.
      1. Give consistent effort at an appropriate level of challenge and take responsibility for individual actions.
      2. Recognize unsafe conditions in an athletic venue and independently take steps to correct them.
      3. Demonstrate self-direction in a variety of physical activities and try out new or different tasks or challenges.
  - V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
    - A. Analyzes the activity to identify specific physical, mental and social health benefits.
      1. Analyze the impact of a specific physical activity on the body and link the benefits to all of the components of fitness.
      2. Analyze the impact of a specific physical activity on emotional health.
      3. Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.
    - B. Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.
      1. Articulate reasons to participate in specific physical activities that would be enjoyable as lifetime pursuits with a clear message about the reasons and effectively encourage others to participate in the activity.
      2. Identify the feelings that come with the challenge of learning a new physical activity.
      3. Research and identify options/ways for people to participate in the physical activity now and throughout their lives.
      4. Describe the social benefits of participating in a selected lifetime physical activity.

# High School Stretching and Flexibility

- I. Demonstrates competency in a variety of motor skills and movement patterns.
  - A. Demonstrate combined movement skills and patterns in authentic settings.
    1. Demonstrate competent performance of individual specialized skills in health-related fitness activities.
    2. Design and demonstrate a routine that combines complex movement patterns into a smooth, flowing sequence with the music or rhythm as an individual or with a partner or group in a performance setting.
- II. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
  - A. Apply knowledge of tactical concepts and strategies in authentic settings.
    1. Implement effective strategies for successful performance in select categories of movement forms.
  - B. Apply biomechanical principles to performance in authentic settings.
    1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
    2. Analyze and evaluate performance of self and others across multiple movement forms.
    3. Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to improve movement performance.
- III. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  - A. Develops a current and lifetime physical activity plan.
    1. Identify current and future physical activity opportunities along with barriers and helpers to being physically active.
    2. Analyze community physical activity opportunities for quality, accessibility and availability.
    3. Create a lifetime physical activity plan to meet adult physical activity needs.
  - B. Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.
    1. Analyze and apply technology and social media tools to support fitness and physical activity.
    2. Develop a flexibility plan that identifies activities and applies fitness principles to improve or maintain flexibility.
    3. Design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- IV. Exhibits responsible personal and social behavior that respects self and others.
  - A. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.
    1. Design a plan to maintain an appropriate energy balance for a healthy, active lifestyle. Identify unsafe practices and offer appropriate alternatives.
    2. Demonstrate self-direction in a variety of physical activities and try out new or different tasks or challenges.

- B. Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.
  - 1. Modify group activities, or behaviors to accommodate individuals with lesser or greater skills or special needs.
- V. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
  - A. Analyzes the activity to identify specific physical, mental and social health benefits.
    - 1. Analyze the impact of a specific physical activity on the body and link the benefits to all of the components of fitness.
    - 2. Analyze the impact of a specific physical activity on emotional health.
    - 3. Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.
  - B. Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.
    - 1. Articulate reasons to participate in specific physical activities that would be enjoyable as lifetime pursuits with a clear message about the reasons, and effectively encourage others to participate in the activity.
    - 2. Identify the feelings that come with the challenge of learning a new physical activity.
    - 3. Research and identify options/ways for people to participate in the physical activity now and throughout their lives.
    - 4. Describe the social benefits of participating in a selected lifetime physical activity.