

**Roanoke County Public Schools**

**Elementary**  
**Physical Education**  
**Curriculum Guide**

*“Quality Instruction for Healthy Lifestyles”*

**Revised: Summer 2016**

**Roanoke County Public Schools**  
**5937 Cove Road**  
**Roanoke, VA 24019**

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# **ROANOKE COUNTY PUBLIC SCHOOLS MISSION AND OBJECTIVES**

## **Mission Statement**

It is the mission of Roanoke County Public Schools to ensure that all students participate in quality learning experiences necessary to grow, adapt and meet the challenges of a changing world.

## **Objectives**

Public Schools in Roanoke County seek to educate each student to ...

1. become competent in the fundamental academic skills as demonstrated in the Standards of Learning;
2. be qualified for further education and employment;
3. participate as a responsible citizen;
4. develop a positive and realistic self-image and develop ethical standards of behavior;
5. exhibit a responsibility for the enhancement of beauty of the environment;
6. practice sound habits of personal health; and
7. progress on the basis of achievement.

## **The Mission the Health and Physical Education Program is...**

To provide students with the skill, knowledge and experience they need in order to be healthy, physically active individuals throughout their lives.

## **It is the philosophy of Roanoke County Public Schools that Physical Education should...**

- ❑ Be an integral part of the total educational program for grades K-12.
- ❑ Address the physical, mental, social and emotional needs of our students.
- ❑ Recognize, respect and provide for individual differences in students.
- ❑ Provide opportunity for each student to achieve success in physical activity to the extent of his or her capabilities.
- ❑ Emphasize the sequential development of motor skills, knowledge, and attitudes to equip students to adopt a physically active lifestyle.
- ❑ Be relevant and student centered.
- ❑ Be integrated with health education and other subject areas to create a total learning experience.
- ❑ Equip students to meet the Virginia Standards of Learning.

## **ELEMENTARY PHYSICAL EDUCATION GUIDELINES FOR ROANOKE COUNTY**

### **Wellness Policy Guidelines**

The Roanoke County Public School Wellness Policy, adopted in May 2006, provides the following guidelines in regard to physical education and physical activity.

All students in grades K – 12 will have ample opportunity, support, and encouragement to be physically active on a regular basis. Each school shall organize and maintain a physical and health education program in accordance with State Board of Education regulations and State Board Health Guidelines. The Roanoke County school division's goal is that a program of physical fitness will be available to all students for at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular activities, and other programs and activities.

- Students are given opportunities for physical activity during the school day through daily recess periods, physical education classes, and the integration of physical activity into the academic curriculum.
- All students in grades K – 5 will receive an equivalent of 30 minutes of physical education daily, including a minimum of 60 minutes per week with a certified physical education teacher.

### **Scheduling of Physical Education**

- Students are to receive a 45 minute block of physical education with a certified physical education teacher once every three school days.
- Classroom teachers are to provide 25-30 minutes of physical activity time on the days their classes do not see the physical education teacher.
- The physical education specialist will teach six - 45 minute blocks per day (generally one grade level per block per day).

### **Instructional responsibilities**

The physical education teacher is responsible for ...

- The development of an annual plan and daily lessons consistent with the RCPS Elementary Physical Education Curriculum.
- Supporting the classroom teachers in developing and implementing appropriate

- physical activities for the classroom and PE time with the classroom teacher.
- Supporting the overall instructional goals of the school.

## **Student Participation**

Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment. (Wellness Policy 9.16 – Administrative Regulations)

### Medial Excuses:

- The physical education teacher must honor all written excuses from the parents, school nurse or a physician.
- Parental excuses should be properly screened so as not to eliminate a child from all activities if possible. This type of excuse should be for short-term disabilities.

### Special Health Problems:

- All excuses for special health problems (asthma, allergies, etc.) must be kept on file. A list of these children should be kept with the substitute plans.
- Long-term excuses (5 school days or more) must be written by a physician and must state the specific problem.
- The school nurse may be a valuable resource in dealing with students with special health problems

### Appropriate Dress:

- All students should dress comfortably for physical education classes. Baggy clothing, long dresses, jewelry and watches should be discouraged.
- For safety purposes students should be required to wear appropriate footwear, secured with laces or Velcro straps. Shoes such as clogs, flip flops, sandals, and loafers are inappropriate. Students should be allowed and encouraged to keep a pair of appropriate footwear in their classroom.

## **Physical Fitness Tests, Records and Awards**

- The tests are to be administered in the fall and spring of each school year in grades 4 and 5. Testing should be administered as outlined in the Virginia Wellness Related Testing Program (DOE – revised 2006-07). May be found in the HPE Organization in Blackboard
- These test results are to be recorded in a timely manner and made available to students and parents for instructional purposes.
- The physical education teacher must share a compiled physical fitness report at the

end of the school year with the principal and the district representative.

- Awards - teachers are encouraged to develop a means of recognition for those students who demonstrate a healthy level of fitness and/or outstanding progress toward that goal.

### **Gross Motor Screening**

The physical education teacher administers the Gross Motor Screening for the appropriate grade level (K-3) when a student initially enrolls in a public school and record student's performance on the Gross Motor Screening form (ID.7-111-09) . Upon completion of the screening, the forms are to be returned to the health file in the student's permanent record. Please see Guidelines for the Gross Motor Screening (in Appendix) for details.

### **Assessment and Grading**

Appropriate and authentic assessment should be a part of any instructional program as a means to measure learning and guide instruction.

The PE specialist will utilize various forms of assessment to measure student progress and will report that progress quarterly using the following performance indicators: satisfactory progress; progress made/developing; not meeting expectations at this time.

### **Budgets, Invoices, Requisitions and Inventories**

- Each school will receive a monetary physical education instructional allotment at the beginning of the school year to be used at the physical education teacher's discretion with approval from the principal.
- All purchases should be in compliance with Roanoke County purchasing and procurement guidelines and consistent with school policy.
- A complete and updated inventory of all physical education equipment must be maintained at each school.

## **Safety Considerations**

In an effort to provide a safe environment in physical education it is important that the instructor:

- clearly understand the hazards and potential dangers of planned activities.
- establish, post and enforce clear rules and protocols.
- educate students regarding the danger and risk of specific activity before participation begins and remind them of those issues on an ongoing basis.
- insure that the area of instruction and play is free of hazards.
- insure that all equipment is sanitary and safe to use.
- never leave class unsupervised.

## **Planning for Safety**

A very important consideration is whether or not the student received adequate instruction before or during participation. Adequate instruction means a statement of how to perform the activity correctly, a statement of necessary safety precautions, and a statement of proper equipment use. The primary point to remember about instruction is that the teacher has a duty to protect others against unreasonable physical or mental harm, and a duty to avoid any acts or omissions that might produce such harm.

The teacher is educated, experienced, and skilled in the area, and should be able to predict situations that might be harmful. The following points can help the teacher plan meaningful and safe instruction:

- Consider the age and maturity level of the student when selecting activities.
- Careful planning is a must. Curriculum guides and lesson plans offer a well prepared approach.
- Do not force participation or use physical activity as a punishment.
- Sequence all activities in a unit of instruction and develop a written lesson plan.
- Eliminate high-risk activities.
- Activities should be selected based on the curriculum and the contributions they will make to the growth and development of the students.

- All students should be dressed in proper attire to ensure safe participation. The wearing of any jewelry is discouraged.
- Report all accidents promptly in writing to the principal. (Student Accidents (Policy 7.12))
- Keep first aid supplies accessible and check them often. Also have a plan for emergency care.

#### Equipment and Facilities:

- Consider age and maturity when selecting equipment.
- Regular inspections are a necessity.
- Make sure of proper installation of new equipment.
- Use equipment for the uses for which it was designed.



## DEVELOPMENT, ORGANIZATION, AND USE OF THE CURRICULUM GUIDE

This curriculum guide is the product of a Physical Education Curriculum Committee that met throughout the school year 1999-2000. It was revised in 2002, incorporating the Virginia SOL for Physical Education. It has been developed as a basic tool to assist teachers in their efforts to provide a comprehensive program of physical education at the elementary (K-5) level.

This guide is organized in the following manner:

**SOL**-identify concepts, processes, and skills for physical education.

**Benchmarks**-specify what students should know and be able to do. The benchmarks are listed for the movement concepts and skills, and are also compiled by grade level.

**Themes** - indicates the skills and movement concepts to be taught, including a descriptive statement of the skill or concept.

**Sequence** - Provides the developmental sequence of the skill or concept, progressing from simple to more complex, appropriate to children at the elementary (K-5) level.

**Cues** - indicates the specific elements of the skill to be taught. Suggests grade levels at which each element is to be stressed (Based on the average readiness and ability levels of children in that grade.)

**Assessment** Physical Educators must be able to assess individual achievement, otherwise, it will be impossible to know whether the Standards are being reached. Assessment should:

- 1-Reflect the subject content that is most important for students to learn.
- 2-Enhance learning through a connection with instruction.
- 3-Provide consistent, reliable evidence of student performance.
- 4-Yield valid inferences about student learning.

Appropriate assessments can be found in the following:

*Children Moving* - Graham                      *On the Move*- Holt/Hale  
*Teaching for Outcomes in Elementary Physical Education* - Hopple

This guide is to be used as a working copy. Opportunities will be provided for all teachers to evaluate the guide and make recommendations for changes.

## **BENCHMARKS: RESPONSIBLE BEHAVIORS**

The student will:

### **Kindergarten:**

1. demonstrate good listening skills. **K.4 a**
2. share with others and be cooperative. **K.4 b**
3. follow safety procedures. **K.4 b**

### **First Grade:**

1. work independently for short periods of time. **1.5 a**
2. attempt new activities and skills. **1.5 b**

### **Second Grade:**

1. work cooperatively with peers and teacher. **2.4**
2. follow safety procedures. **2.4**

### **Third Grade:**

1. demonstrate good use of time while practicing skills. **3.4 a**
2. help establish rules for good behavior. **3.4 b**
3. work cooperatively with peers. **3.4 c**

### **Fourth Grade:**

1. work with others to achieve a common goal. **4.4 a**
2. work cooperatively to resolve disagreements. **4.4 b**
3. demonstrate ability to follow rules and procedures. **4.4 c**
4. identify the contributions of various cultures to sports. **4.4 d**

### **Fifth Grade:**

1. work independently to improve learning. **5.5**
2. work cooperatively with others to improve learning. **5.5 a**
3. display appropriate competitive behaviors. **5.5 b**

**THEME: RESPONSIBLE BEHAVIORS**

**Descriptive Statement:** This theme directs students toward responsible behaviors that lead to personal and group success in physical activity settings. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical reactions, and positive social interaction.

<b>References</b>	<b>Sequence</b>	<b>Cues</b>
"Establishing A Learning Environment." (see appendix)	Responding correctly to stop/start signals. Observing boundary lines. Demonstrating good listening skills. Example: eyes on speaker, hands still. Sharing equipment. Caring properly for equipment. Working independently. Following safety rules. Working cooperatively with others.	

## **BENCHMARKS: LOCOMOTOR MOVEMENTS AND MOVEMENT CONCEPTS**

The student will:

### **Kindergarten:**

1. travel through general space safely. **K.2**
2. travel in different directions, using a variety of locomotor movements, showing the ability to stop on command. **K.1 a, K.2**
3. move on straight, curved, and zigzag pathways using a variety of locomotor movements. **K.2**

### **First Grade:**

1. travel through general space of varying sizes. **1.2**
2. demonstrate concepts of space, time, force, effort and relationships while using locomotor and non-locomotor skills. **1.1 a, 1.2**
3. perform lateral and cross lateral movements. **1.1**

### **Second Grade:**

1. travel through general space of varying sizes in relationship to others and objects. **2.2 a**

**MOVEMENT CONCEPT: SPACE - PERSONAL SPACE**

**Descriptive Statement:** Personal space is all of the space that the body or it's parts can reach without traveling away from a starting point.

References	Sequence	Cues
TFO: 58-63 CM: 220-222 OTM: 11-13 36-39	<p><b><u>Exploring Personal Space</u></b></p> finding personal space defining the boundaries of personal space curling stretching twisting moving the whole body in personal space	

**MOVEMENT CONCEPT: SPACE - GENERAL SPACE**

**Descriptive Statement:** General space is the empty or open space other than one's personal space that the body can penetrate by means of locomotion.

References	Sequence	Cues
TFO: 58-63 CM: 222-224 OTM: 11-13	<p><b><u>Exploring General Space</u></b></p> varying the size dodging in general space traveling over/under obstacles	

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**CM:** *Children Moving: A Reflective Approach to Teaching Physical Education.*

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### MOVEMENT CONCEPT: SPACE - DIRECTIONS

**Descriptive statement:** Directions in space are the dimensional possibilities into which the body or its parts move or aim to move - up and down, forward and backward, right and left, clockwise and counter clockwise.

References	Sequence	Cues
TFO: 57-63 CM: 224-226 OTM: 14-16	<b><u>Exploring Directions</u></b>  traveling in different directions clockwise and counter clockwise changing directions on signal turning while moving in different directions	

### MOVEMENT CONCEPT: SPACE - PATHWAYS

**Descriptive Statement:** Pathways in space are the floor patterns (straight, curved, and zig zag) the body can create by traveling through space.

References	Sequence	Cues
TFO: 57-63 CM: 228-230 OTM: 20-22	<b><u>Exploring Pathways</u></b>  designing following the leader using pathway maps traveling pathways and obstacles following the dots pathways combining pathways, levels, & directions	

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**MOVEMENT CONCEPT: SPACE - LEVELS**

**Descriptive statement:** Levels in space are divided into low, middle, and high. Low level is the space below the knees. Medium level is the space between the knees and the shoulders, when the child is in a standing position. High level is the space above the shoulders.

References	Sequence	Cues
TFO: 58-63 CM: 226-227 OTM: 17-19	<p align="center"><b><u>Exploring Levels</u></b></p> traveling and freezing at different levels traveling with body parts at different levels rising and sinking to create different levels	

**MOVEMENT CONCEPT: EFFORT - TIME**

**Descriptive statement:** Time in relation to movement is fast and slow and experiences that focus on acceleration and deceleration.

References	Sequence	Cues
TFO: 69-71 CM: 237-241 OTM: 25-27	<p align="center"><b><u>Exploring Time</u></b></p> using different speeds in personal space moving at different speeds traveling and freezing by using changes in time combining imagery and time differentiating among time words	

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**MOVEMENT CONCEPT: RELATIONSHIPS - BODY PARTS, PEOPLE, OBJECTS**

**Descriptive statement:** Relationships tells whom or with what the body moves; it gives meaning to the interaction between individuals and their environment. The concept is divided into three major components: relationships of body parts, relationships with people, and relationships with objects and/or people.

References	Sequence	Cues
<p>TFO: 51, 54                      CM: 252-257                      OTM: 32-35</p>	<p><b><u>Exploring Body Parts</u></b></p> <p>identifying body parts                      balancing while using different body parts                      traveling and freezing on different body parts                      teaching body shapes                      changing from one body shape to another                      traveling and freezing in different body shapes</p>	
<p>TFO: 75-77                      CM: 260-265</p>	<p><b><u>Exploring Objects</u></b></p> <p>traveling over/under                      close to/far away                      onto/off, around                      in front/behind                      along objects</p>	
<p>TFO: 74-76                      CM: 265-272                      OTM: 36-38</p>	<p><b><u>Exploring People</u></b></p> <p>moving in different groups alone and in a mass solo, with partners, with groups &amp; between groups                      matching and mirroring                      leading and following                      following with a group                      meeting/parting</p>	

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**SKILLS THEME: TRAVELING**

**Descriptive statement:** Traveling is moving efficiently through space using various locomotor movements.

References	Sequence	Cues
<p>TFO: 82-86 CM: 289-291</p> <p>279-282; 288 293 295-299</p> <p>303</p> <p>OTM: 43-45 93-103</p>	<p>Traveling in general space. Performing locomotor skills - galloping, hopping, skipping, running, leaping Performing locomotor sequences Traveling in confined spaces Traveling in relation to others Traveling an obstacle course Traveling at different speeds Traveling with a partner:     matching pathways; changing speed and direction Shadowing Traveling in games and sports</p>	<p>The cues for traveling are broken down according to locomotor skills.</p> <p align="center"><u>Walking</u></p> <p>Arm swing - opposition Feet pointed straight ahead Walk with head erect and shoulders straight Walk softly and relaxed</p> <p align="center"><u>Sliding</u></p> <p>Stay on balls of feet Bend knees Arm and leg extension Use arms to gain speed</p> <p align="center"><u>Galloping</u></p> <p>Move on balls of feet One foot leads Bend knees Move in smooth rhythmic motion</p>

**SKILLS THEME: TRAVELING – Continued**

References	Sequence	Cues
		<p style="text-align: center;"><u>Hopping</u></p> <p>Use ball of foot to take off and land            Use right and left sides of body            Bend knees, flex ankles            Use arms to create momentum</p> <p style="text-align: center;"><u>Skipping</u></p> <p>Use balls of feet            Lift knee high            Relaxed upper body and arms            Arms in opposition</p> <p style="text-align: center;"><u>Running</u></p> <p>Arm and leg opposition            Relaxed arms and upper body            Sprint-balls of feet            Jog-heel, mid-foot, ball of foot</p> <p style="text-align: center;"><u>Leaping</u></p> <p>Bend knees for takeoff            Stretch legs wide while airborne (exaggerated run)            Use arms to create momentum            Land on ball of foot</p>

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## **BENCHMARKS: CHASING, FLEEING AND DODGING**

The student will:

### **Kindergarten:**

1. purposefully keep out of others' self space as they travel. **K.2**
2. quickly perform a designated dodging maneuver when a signal is given. **K.2**
3. run as fast as possible away from a partner; on the signal, run quickly toward a partner. **K.2**

### **First Grade:**

1. dodge stationary objects. **1.2**
4. stay as close as possible to a fleeing, dodging partner **1.2**
5. chase after a person who has been given a slight head start and is fleeing. **1.2**

### **Second Grade:**

1. change from a leading to a following position in relation to a partner. **2.1 c, 2.2**
2. travel and dodge stationary opponents. **2.2 a**

### **Third Grade:**

1. change directions and pathways as they move through general space to avoid collisions with others. **3.2 a**
2. move in a variety of ways that focus on accelerating and decelerating their speed. **3.2 a**

### **Fourth Grade:**

1. use dodging skills to avoid moving objects or people. **4.2 a, b, c**

### **Fifth Grade:**

1. purposefully use general space to create or deny space. **5.2 a ,c, d**
2. cooperatively devise strategies to keep opponents from reaching a specified area, person or object. **5.2 a, c, d**

**SKILLS THEME: CHASING, FLEEING, DODGING**

**Descriptive statement:** Chasing is traveling quickly to overtake or tag a fleeing person. Fleeing is traveling quickly away from a pursuing person or object. Dodging is quickly moving in another direction away from the original starting point.

References	Sequence	Cues
TFO: 88-92 CM: 330-341 OTM: 104-122	Dodging stationary obstacles Fleeing from a partner Dodging moving obstacles Dodging with quick changes of direction Maneuvering from a moving object Dodging and chasing as part of a team Dodging while manipulating an object Chasing and fleeing in a sport situation Chasing and dodging simultaneously	Quick changes in speed Visual awareness Quick changes in pathways while traveling Quick changes in direction while traveling

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## **BENCHMARKS: JUMPING AND LANDING**

The student will:

### **Kindergarten:**

1. jump and land using a variety of takeoff and landing patterns. **K.1 a, b**
2. jump a slowly swinging long rope. **K.1 a, b, e , K.3**

### **First Grade:**

1. jump and land using a variety of takeoffs and landings in relationship to various equipment. **1.1 a, 1.2**
2. jump a swinging rope. **1.1 a, 1.2, 1.3, 1.4, 1.6**

### **Second Grade:**

1. jump a self-turned rope. **2.1, 2.2 a, 2.3, 2.5**
2. make different body shapes in the air when jumping off the ground or low level equipment. **2.2 a**

### **Third Grade:**

1. jump a self-turned rope. **3.2 a, 3.3, 3.5**
2. jump into and out of a turning long rope. **3.2 a, 3.1 c, 3.5, 3.4 c**

### **Fourth Grade:**

1. jump for distance. **4.2**
2. jump for height. **4.2**
3. jump a self-turned rope using at least two different types of jumps. **4.2**

### **Fifth Grade:**

1. jump a self-turned rope using a variety of jumps. **5.2 a, 5.6**
2. design and refine a repeatable jumping and landing routine with a partner or small group. **5.1 b, 5.2 d, 5.5 a, b**

**SKILLS THEME: JUMPING/LANDING**

**Descriptive statement:** Jumping is a locomotor pattern which propels the body off the floor. Children should be able to takeoff and land without losing their balance.

References	Sequence	Cues
TFO: 96-100  CM: 351-356  OTM: 46-51 196-209 evaluation-209	Jumping and landing: basic patterns Jumping for distance Landing on one foot Jumping over a swinging rope Jumping over low obstacles: hoops, hurdles Jumping rhythmically Jumping a turned rope Jumping a self-turned rope	<p align="center"><u>Jumping</u></p> Bend ankles, knees, waist Swing arms back Takeoff on one or two feet  <p align="center"><u>Landing</u></p> Feet apart Bend ankles, knees, waist-land softly Arm position Landing on one or two feet

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## **BENCHMARKS: DRIBBLING, KICKING AND PUNTING**

The student will:

### **Kindergarten:**

1. walk and roll the ball forward using the inside of either foot. **K.1 c, d**
2. from a stationary position, kick a stationary large playground ball using any part of the foot. **K.1 c**
3. move up to and kick a stationary ball using any part of the foot. **K.1 c, d**

### **First Grade:**

1. kick a slowly moving ball using the inside/outside of the foot. **1.1 b, c, 1.2**
2. run up to and kick a stationary ball as for distance using the instep. **1.1 a, b, c, 1.2**
3. kick a stationary ball using the instep along the ground toward a stationary partner or target. **1.1 b, c, 1.2**

### **Second Grade:**

1. slowly jog and dribble using the inside/outside of the foot. **2.1 a, 2.2 a**
2. slowly jog and dribble around stationary obstacle using the inside/outside of the foot. **2.1 a, 2.2 a**
3. trap a slowly moving ball contacting the ball with the ball of the foot. **2.1 a, 2.2 a**
4. punt a ball into the air using the instep. **2.1a, 2.2a**

### **Third Grade:**

1. run up to and kick a rolling ball using the instep. **3.1 a, b, 3.2a**
2. kick a ball using different parts of the foot. **3.1 a**
3. dribble while changing pathways and directions at the signal. **3.1 a, 3.2 a**
4. dribble with a group in a defined area without losing control of the ball or colliding with others. **3.1 a, b, 3.2 a, 3.4 c**
5. dribble around stationary opponents and avoid losing the ball. **3.1 a, b 3.2a,b**

### **Fourth Grade:**

1. dribble then kick the ball using the instep to a large target area. **4.1 a, 4.2 a, b, c**
2. dribble then kick the ball using the instep to a target or stationary partner. **4.1 a, 4.2 a, b, c, 4.4 a**
3. use the instep to collect the ball coming toward them. **4.1 a, 4.2 a, b**
4. punt a ball for height and/or distance. **4.1 a, 4.2 a, b**

**Fifth Grade:**

1. dribble and change speeds at the signal. **5.2 a, b, c**
2. dribble with a group in a defined area without losing control of the ball and while avoiding contact with others or opponents. **5.2 a, b, c, 5.5b**
3. dribble and use the instep to kick a leading pass to a moving partner. **5.2 a, b, c, e**
4. dribble and pass in a small keep away activity. **5.2 a, b, c**



**SKILLS THEME: DRIBBLING, KICKING, AND PUNTING**

**Descriptive statement:** Dribbling is continuous tapping using the feet and sending the ball along the ground. Kicking requires accuracy, body control, point of contact, force, and direction. The primary goal of kicking is whole-body movement not isolated action in the hip, leg, and foot.

References	Sequence	<u>Dribbling Cues</u>
TFO: 128-136 452-453 456-469	Tapping the ball along the ground and moving it Starting and stopping the ball Dribbling in pathways Dribbling around stationary obstacles Dribbling while changing directions Dribbling, kicking for a goal	Tapping the ball ball while moving Using different parts of the foot Relationship of body to the ball
Punting CM: 473-478	Kicking a stationary ball from a stationary position Kicking in the air Approaching a stationary ball and kicking Kicking on the ground, in the air Kicking a rolling ball from a stationary position	<u>Kicking Cues</u> Eyes on the ball Non-kicking foot Approach Parts of the foot Follow through Contact points
OTM: 59-63 179-195 Evaluations 194-195	Kicking to a distance zone Kicking to targets Kicking to a traveling partner Playing one on one soccer Playing two on two soccer	<u>Punting Cues</u> Laces Drop the ball Step Contact points

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## **BENCHMARKS: THROWING**

The student will:

### **Kindergarten:**

1. throw to a variety of large targets using an underhand motion. **K.1 c, K.2**
2. throw a soft ball using an overhand throwing motion. **K.1 c**

### **First Grade:**

1. throw a variety of objects using an overhand and underhand motion. **1.1 b**

### **Second Grade:**

1. throw for distance using an overhand motion. **2.1 a**

### **Third Grade:**

1. throw a variety of objects to target areas using a smooth underhand motion. **3.1 a**
2. throw as for distance using a smooth overhand motion. **3.1 a, 3.2 a**
3. throw overhand using varied amounts of force and speed. **3.1 a, 3.2 a, b**

### **Fourth Grade:**

1. throw balls of various sizes and weights to an appropriate target or partner using a smooth overhand motion. **4.1 a, 4.2 a**
2. use an overhand throw to make the ball travel in different pathways in the air at varying distances. **4.1 a, 4.2 a**

### **Fifth Grade:**

1. throw to a target or partner using varying degrees of force/speed. **5.2 b, c, d**
2. throw and catch in a self designed or given small group activity to keep the ball from opponents or to reach a goal area. **5.2 c, d**

## SKILLS THEME: THROWING

**Descriptive statement:** Throwing is movement performed to propel an object away for the body.

References	Sequence	Cues
TFO: 138-145	Throwing an object against the wall	<u>Underhand throw</u>
	Throwing at a large target	Face target
	Tossing to self and catching	Eyes on target
CM: 405	Throwing overhand	Step with opposite
494	Throwing underhand	foot
496-497	Throwing at a stationary target	Down and back
499-500	Throwing to high targets	with throwing arm
503-504	Throwing for distance	
506-509	Throwing and catching with a partner	<u>Overhand throw</u>
	Throwing and catching over a net with a partner	Eyes on target
OTM: 64-70	Throwing and catching while traveling	Step with
160-177	Throwing on the move	opposite foot
	Throwing to a moving target	Side toward target
	Throwing for distance and accuracy	Turn/rotate
		Follow through
		Lead with elbow
Evaluations 170-173		

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## **BENCHMARKS: CATCHING**

The student will:

### **Kindergarten:**

1. catch a softly rolled large ball. **K.1 c**
2. catch a self-tossed soft ball. **K.1 c**

### **First Grade:**

1. catch a ball thrown softly to different places around the body. **1.1 b**

### **Second Grade:**

1. throw and catch to self using an implement. **2.1 a**
2. catch a self-tossed ball at different levels. **2.1 a**

### **Third Grade:**

1. catch a ball tossed by others at different levels. **3.1 a**

### **Fourth Grade:**

1. move in different directions to catch a ball thrown by a partner. **4.1 a, 4.2 a**
2. move to catch an object in a keep away situation. **4.1 a, 4.2 b**

### **Fifth Grade:**

1. catch objects of different sizes and weights while moving toward a specified area. **5.2 b**
2. catch a leading pass using a variety of objects. **5.2 b, c**

**SKILLS THEME: CATCHING**

**Descriptive statement:** Catching is the receiving and controlling of an object by the child using his body.

<b>References</b>	<b>Sequence</b>	<b>Cues</b>
TFO: 138-145 CM: 494 498 501-502 505-506 509 OTM: 71-74 150-177 catching 150-159 evaluations 170-173	Catching a rolling ball Catching an object at different levels Catching with a scoop Moving to catch Catching while traveling Catching to throw quickly to a stationary target Catching to throw quickly to a moving target	Eyes on the ball Hand position Extending/reach for ball Give/soft hands Quick feet-move toward the ball

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## BENCHMARKS: VOLLEYING

The student will:

### Kindergarten:

1. continuously volley a balloon. **K.1 c**
2. strike a balloon upward continuously using the hands. **K.1 c**

### First Grade:

1. strike a lightweight ball or balloon with at least three different body parts while keeping it in self space. **1.1 b**

### Second Grade:

1. underhand strike a soft lightweight ball or balloon upward with the hand while keeping it in self-space. **2.1 a**
2. travel slowly and underhand strike a soft lightweight ball or balloon upward with the hand. **2.1 a, 2.2a**

### Third Grade:

1. strike a lightweight ball in succession using at least two different body parts while keeping it in self-space. **3.1 a**
2. overhead pass (set) a self-tossed ball. **3.1 a**
3. forearm pass a lightly tossed lightweight ball. **3.1 a**

### Fourth Grade:

1. underhand strike a lightweight ball back and forth across a line or low net after one bounce. **4.1 a, 4.2 a, b**
2. overhead pass (set) a self-tossed lightweight ball to a wall. **4.1 a, 4.2 a**
3. forearm pass a lightly tossed lightweight ball to a wall. **4.1 a, 4.2 a**

### Fifth Grade:

1. cooperate in a group to strike a lightweight ball with various body parts while keeping it off the ground. **5.2 a, b**
2. underhand strike a lightweight ball over a medium level net or rope. **5.2 a, b**
3. overhead pass (set) a lightweight ball back and forth with a partner across a medium level net or rope. **5.2 a, b**
4. forearm pass a lightweight ball to an area different from where it was tossed. **5.2 a, b, c**
5. use underhand, overhead, and forearm passes in a given or self designed small group activity. **5.2 a, b, c**

**SKILLS THEME: VOLLEYING**

**Descriptive statement:** Volleying is a specific striking skill using an underhand or overhand pattern.

References	Sequence	Cues
TFO: 147-151 CM: 518-519 522-527 532-534 537 OTM: 75-76 259-275	Striking balloons in the air Striking with an underhand pattern Striking the ball to the wall Striking a ball upward continuously Volleying to a partner Volleying overhand to the wall Volleying underhand to the wall Striking a ball over a line Striking over a low barrier Playing one-bounce volleyball Volleying over a net Volleying continuously to a partner Volleying three on three Playing three on three Serving underhand over the net Playing modified volleyball	<p align="center"><u>Forearm/Bump</u></p> Eyes on the ball Hand/arm position Bending knees Staggered stance Quick feet Forward lean  <p align="center"><u>Set</u></p> Eyes on the ball Finger pads Elbows out triangle Knees bent Stance Follow through Quick feet

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## **BENCHMARKS: DRIBBLING WITH THE HANDS**

The student will:

### **Kindergarten:**

1. use two hands to bounce and catch a large playground ball. **K.1 c**
2. continuously push a ball down with one or both hands. **K.1 c**

### **First Grade:**

1. dribble a ball in self-space using one, then the other hand. **1.1 b**
2. dribble a ball in self-space while switching from one hand to the other. **1.1 b**
3. dribble a ball while slowly traveling forward. **1.1 b, c, 1.2**

### **Second Grade:**

1. dribble a ball in self-space at different levels. **2.1 a**
2. dribble while slowly traveling in different directions. **2.1 a, 2.2 a**
3. dribble while slowly traveling on different pathways. **2.1 a, 2.2 a**

### **Third Grade:**

1. dribble and change direction at the signal. **3.1 a, 3.2 a**
2. dribble and change speed to at the signal. **3.1 a, 3.2 a**
3. dribble and change pathways to another at the signal. **3.1 a, 3.2 a**

### **Fourth Grade:**

1. dribble continuously while stopping and starting travel at the signal. **4.1 a, 4.2 a**
2. dribble while keeping the ball away from stationary opponents. **4.1 a, 4.2 b**

### **Fifth Grade:**

1. dribble while traveling in a group without touching others or stationary objects. **5.2 a,c**
2. dribble and smoothly change direction to without stopping. **5.2 a, c**
3. dribble and change speed to without stopping. **5.2 a, c**
4. use a variety of relationships with others to play or design a small group activity. **5.2 a, c**



**SKILLS THEME: DRIBBLING WITH THE HAND**

**Descriptive statement:** Dribbling is continuous bouncing or striking with two hands or one, in a downward direction.

References	Sequence	Cues
<p>TFO: 122-126</p> <p>CM: 540-550</p> <p>OTM: 78-80 123-149 evaluations 147-148</p>	<p>Striking a ball down and catching it</p> <p>Striking down continuously with both hands</p> <p>Striking down continuously with one hand (dribbling)</p> <p>Dribbling at different heights</p> <p>Dribbling continuously while switching hands</p> <p>Dribbling with the body in different positions</p> <p>Dribbling in different places around the body while stationary</p> <p>Dribbling and changing speed of travel</p> <p>Dribbling while changing directions</p> <p>Dribbling in different pathways</p> <p>Dribbling around stationary obstacles</p> <p>Dribbling against an opponent: one on one</p>	<p>Finger pads</p> <p>Pushing down</p> <p>Bend over</p> <p>Dribble waist high</p> <p>Beside body - not in front</p> <p>Eyes away from the ball</p>

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## **BENCHMARKS: STRIKING WITH SHORT-HANDLED IMPLEMENTS**

The student will:

### **Kindergarten:**

1. repeatedly strike a balloon upward using a lightweight paddle. **K.1 c**
2. repeatedly strike a small suspended ball with a lightweight paddle. **K.1 c**

### **First Grade:**

1. bounce, then strike a ball with a paddle. **1.1 b**
2. strike a small lightweight ball upward a lightweight paddle letting it bounce between strikes. **1.1 b**

### **Second Grade:**

1. strike a small lightweight ball upward more than once using a paddle. **2.1 a**

### **Third Grade:**

1. bounce then strike a small ball to a wall or over a low net using an underhand motion with a paddle or racket. **3.1 a, b**
2. bounce then strike a small ball using a forehand motion with a paddle or racket. **3.1 a, b**

### **Fourth Grade:**

1. strike a small object with forehand motion using varying amounts of force. **4.1 a, 4.2 a**
2. bounce and strike a small object using a backhand motion with a paddle or racket. **4.1 a, 4.2 a**

### **Fifth Grade:**

1. strike a self-dropped ball with a racket over a low-level net or line to various designated areas using a forehand stroke. **5.2 b**
2. strike a ball rebounding from a wall with a paddle or racket using a forehand stroke. **5.2 b**
3. use a variety of relationships with others in order to play or design a small group activity. **5.2 a, c**

**SKILLS THEME: STRIKING WITH SHORT HANDLED IMPLEMENTS**

**Descriptive statement:** Striking is contacting an object by hitting, or tapping.

References	Sequence	Cues
TFO: 153-156 CM: 557 561-564 566-567 570-573 OTM: 81-87 277-290	Balancing objects on paddles Striking a balloon with a paddle Striking a self-tossed object Striking an object straight upward Striking upward continuously Striking downward continuously Striking an object upward with both sides of the paddle Striking with a forehand motion Striking with a backhand motion Striking an object in desired direction Varying the force of the hit Striking through a target Striking an object to send it over a net Striking a ball rebounding from a wall Striking cooperatively and continuously with a partner	Grip Eye tracking Flat paddle Side to target Backswing Step with correct foot

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## **BENCHMARKS: STRIKING WITH LONG-HANDLED IMPLEMENTS**

The student will:

### **Kindergarten:**

1. strike a stationary ball with a bat or hockey stick. **K.1 c**

### **First Grade:**

1. strike a ball off a tee with a bat. **1.1 b**
2. strike a ball with a hockey stick or golf club. **1.1 b**

### **Second Grade:**

1. travel slowly in different directions and dribble a ball with a hockey stick. **2.1 a**
2. strike a ball off a tee with a bat to a designated area. **2.1 a**

### **Third Grade:**

1. dribble a ball with a hockey stick and change directions and pathways on a signal. **3.1 a, b**
2. strike a ball along the ground to a stationary partner using a hockey stick. **3.1 a**
3. strike a ball off a tee with a bat to different areas. **3.1 a**

### **Fourth Grade:**

1. strike a gently tossed ball using a bat. **4.1 a**
2. strike a ball in the air using a golf club or hockey stick. **4.1 a, 4.2 a**
3. strike a ball using varied amounts of force/speed. **4.1 a, 4.2 a**

### **Fifth Grade:**

1. strike a softly pitched ball with a bat for distance. **5.2 b**
2. use a hockey stick to dribble a ball in a large group to avoid colliding with others or obstacles. **5.2 b, c**
3. dribble and then strike a ball to a stationary target or partner using a hockey stick. **5.2 b, c**

**SKILLS THEME: STRIKING WITH LONG HANDLED IMPLEMENTS**

**Descriptive statement:** Striking is contacting an object by hitting or tapping. The focus is on using a bat and/or hockey stick and/or golf club.

References	Sequence	Cues
TFO: 158-164 CM: 589-593 598-600 601-604 606-607	Striking a stationary ball/puck on the floor - hockey; golf Striking to targets – hockey; golf Striking off a batting tee - bats Striking while traveling-hockey Traveling, stopping, and controlling the ball/puck - hockey	<p align="center"><u>Hockey</u></p> Grip Eye on ball object Low stick Use both sides of the stick Force
OTM: 291-304	Traveling and striking while changing pathways - hockey Traveling in different pathways, directions, and speeds - hockey Striking to a stationary partner - hockey Striking a pitched ball – bats Striking to a moving partner	<p align="center"><u>Bats</u></p> Grip Stance Level swing Bat position Elbow position Step toward target Rotate Follow through  <p align="center"><u>Golf</u></p> Grip Stance Eye on ball Head down Swing through

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## BENCHMARKS: RHYTHMS

The student will:

### Kindergarten:

1. demonstrate moving to a rhythm, using basic rhythmic patterns. **K.1 e**

### First Grade:

1. demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills. **1.1 e**

### Second Grade:

1. demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences. **2.1 c**

### Third Grade:

1. demonstrate moving to a rhythm. **3.1 c**  
Example: perform simple dances in formations; develop and refine a creative dance sequence.

### Fourth Grade:

1. demonstrate moving to a rhythm. **4.1 b, 4.4 d**  
Example: Perform variety of international and regional American dances; create educational dances.

### Fifth Grade:

1. perform different types of rhythm/dance sequences. **5.1 b, 5.2 a**
2. perform jumping skills in time to music. **5.1 b, 5.4 b**

**SKILLS THEME: RHYTHMS**

**Descriptive statement:** Rhythms includes creative movement, movement patterns, basic dance steps, and traditional, folk and ethnic dances. The focus is on the development and demonstration of competence in a variety of movement forms.

<b>References</b>	<b>Sequence</b>	<b>Cues</b>
<p>CM: 308-323</p>	<p>Using basic rhythmic patterns with non-locomotor movements. Example: tapping, clapping and swaying</p> <p>Using basic rhythmic patterns with locomotor movements. Example: walking, marching and skipping.</p> <p>Participating in activity songs that include rhythmic patterns with non-locomotor and locomotor movements. Example: Hokey Pokey; Chicken Dance</p> <p>Using basic dance steps. Example: Scatter Square Dance (Partner figures: right elbow swing, left elbow swing, both hands round, do si do) (Small and large circle figures: circle left, circle right, right hand star, left hand star)</p> <p>Performing basic dance sequences. Example: simple line dances (Electric Slide, Boot Scoot Boogie): simple folk dances (Seven Jumps, Troika)</p> <p>Performing international and American folk dances. Example: Big Circle Mountain Dance, Virginia Reel, various folk dances that integrate SS SOL.</p> <p>Performing rhythmic sequences to create a dance. Example: Add props to dance sequence; create different steps to learned dance sequence; use learned dance steps to create own dance sequence.</p>	

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## **BENCHMARKS: EDUCATIONAL GYMNASTICS**

The student will:

### **Kindergarten:**

1. demonstrate at least two critical elements used in bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling. **K.1 b**

### **First Grade:**

1. demonstrate simple sequences that contain balances, rolls, transfer of weight, and flight. **1.1 d**

### **Second Grade:**

1. demonstrate sequences including balances, rolls, transfer of weight, and flight. **2.1 b**

### **Third Grade:**

1. perform sequences with at least four non-manipulative movements. **3.1 b**

### **Fourth Grade:**

1. perform smooth sequences that combine four or more movements including traveling, balancing, rolling, and other types of weight transfer. **4.1 c**

### **Fifth Grade:**

1. perform complex sequences including traveling, rolls, balances, and weight transfer. **5.1 a**
2. perform complex sequences exhibiting smooth transitions and changes of direction, speed, and flow. **5.1 a**



**SKILLS THEME: EDUCATIONAL GYMNASTICS**

**Descriptive statement:** Educational Gymnastics is the development of fundamental movement forms and specialized movement forms. The focus of the skills theme is the development and demonstration of competence in a variety of movement forms.

References	Sequence	Cues
	<p>Demonstrating the critical elements of non-locomotor movements. Example: stretching, curling, twisting, bending, rocking, and balancing.</p> <p>Demonstrating the critical elements of transfer of weight through locomotor movements. Example: Rolling (log roll, egg roll, shoulder roll); Animal walks (seal walk, bear walk, crab walk); Flight (jump, hop, leap).</p> <p>Sequencing basic movements. Example: Balance/Jump and Roll; Jump/Roll/Animal walk.</p> <p>Sequencing basic movements incorporating smooth transitions. Example: Log roll to v-sit to rocking chair to stand; Seal walk to banana balance to log roll to bridge.</p> <p>Sequencing basic movements incorporating changes in direction, speed and flow. Example: Log roll five times slowly and smoothly in one direction. Change direction and log roll back 3 times quickly, stop, then roll slowly twice more in the same direction.</p> <p>Demonstrating specific sequences, with smooth transitions, using basic movements including traveling, balancing, rolling, and other types of weight transfer. Example: Teacher designed sequences that demonstrate basic movements as well as changes in speed, direction, and flow.</p>	

**SKILLS THEME: EDUCATIONAL GYMNASTICS - continued**

<b>References</b>	<b>Sequence</b>	<b>Cues</b>
	<p>Performing student created sequences with smooth transitions using basic movements including traveling, balancing, rolling, and other types of weight transfer. Example: Students create own sequences, individually or with a partner, following guideline of required movements and demonstrating concepts of change in direction, speed, and flow.</p>	

## **BENCHMARKS: PERSONAL FITNESS**

The student will:

### **Kindergarten:**

1. participate in activities that increase heart rate, breathing rate, and perspiration. **K.3**

### **First Grade:**

1. participate in activities that sustain an increased heart rate and perspiration. **1.3**
2. identify body changes that occur during physical activity. **1.4**

### **Second Grade:**

1. identify activities that provide cardiorespiratory , muscular, and flexibility benefits. **2.3**
2. participate in activities that provide cardiorespiratory, muscular, and flexibility benefits. **2.3**

### **Third Grade:**

1. participate in various moderate and vigorous physical activities that cause physiological changes. **3.3**
2. describe and explain the physiological changes that occur during moderate and vigorous physical activity. **3.3**

### **Fourth Grade:**

1. identify the components of health-related fitness. **4.3 a**
2. apply data from a standardized health-related fitness assessment to determine personal fitness goals. **4.3 b**
3. apply the FITT principle of training to implement personal fitness goals. **4.3 c**

### **Fifth Grade:**

1. describe the benefits of engaging in regular physical activities. **5.3 a**
2. identify sources for data collection. **5.4 a**
3. analyze fitness data to describe and improve personal fitness levels. **5.4 b**

**SKILLS THEME: PERSONAL FITNESS**

**Descriptive statement:** Personal Fitness is a level of health-related fitness of the individual. The focus is on awareness of health-related fitness components and the achievement of a health-related level of fitness through various physical activities.

References	Sequence	Cues
<p>CM: 34-50</p>	<p>Identifying and participating in activities that increase heart rate.</p> <p>Identifying and participating in activities that increase breathing rate.</p> <p>Identifying and participating in activities that increase perspiration.</p> <p>Distinguishing between slow and fast heart rate as it relates to activity.</p> <p>Participating in activities that sustain increased heart rate, respiration, and perspiration.</p> <p>Identifying the components of fitness.</p> <p>Assessing individual level of fitness.</p> <p>Identifying activities that promote cardiorespiratory strength and endurance.</p> <p>Identifying activities that promote muscular strength and endurance.</p> <p>Identifying activities that promote flexibility.</p> <p>Developing a personal fitness plan.</p>	

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*Five for Life Program: Basic Level*

## **BENCHMARKS: PHYSICALLY ACTIVE LIFESTYLE**

The student will:

### **Kindergarten:**

1. demonstrate participation in regular physical activity. **K.3, K.5**
2. explain why physical activity is good for health. **K.6**

### **First Grade:**

1. demonstrate regular participation in physical activity requiring physical exertion and skill. **1.3, 1.6**

### **Second Grade:**

1. identify opportunities outside of school to participate in regular physical activities. **2.5**

### **Third Grade:**

1. identify and demonstrate participation in regular physical activities to improve skills and personal health. **3.5**
2. demonstrate selection of and participation in physical activities during unscheduled times at home, school, or in the community. **3.5 a**
3. identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction. **3.5 b**

### **Fourth Grade:**

1. identify opportunities to participate in regular physical activity at home, at school, or in the community. **4.5**

### **Fifth Grade:**

1. identify and demonstrate regular participation in physical activities based on personal abilities and interests. **5.6**

**SKILLS THEME: PHYSICALLY ACTIVE LIFESTYLE**

**Descriptive statement:** A physically active lifestyle is the participation in regular physical activity both in and out of the school setting. The focus is on the identification of and participation in physical activity at home, in the neighborhood, and in the community.

References	Sequence	Cues
	<p>Defining regular physical activity.</p> <p>Explaining the importance of activity to good health.</p> <p>Identifying examples of regular physical activity.</p> <p>Describing the skills and levels of exertion in various physical activities.</p> <p>Identifying opportunities for activity outside of physical education class and school.</p> <p>Identifying activities that promote social interaction and enjoyment as well as physical fitness.</p> <p>Selecting regular physical activity based on personal abilities and interests.</p> <p>Documenting participation in regular physical activity.</p>	

## Benchmarks by Grade Level and Skill

### Kindergarten

The student will:

#### Responsible Behaviors:

1. demonstrate good listening skills. **K.4 a**
2. share with others and be cooperative **K.4 b**
3. follow safety procedures **K.4 b**

#### Locomotor Movements and Movement Concepts

1. travel through general space safely. **K.2**
2. travel in different directions, using a variety of locomotor movements, showing the ability to stop on command. **K.1 a, K.2**
3. move on straight, curved, and zigzag pathways using a variety of locomotor movements. **K.2**

#### Chasing, Fleeing and Dodging

1. purposefully keep out of others' self space as they travel. **K.2**
2. quickly perform a designated dodging maneuver when a signal is given. **K.2**
3. run as fast as possible away from a partner; on the signal, run quickly toward a partner. **K.2**

#### Jumping and Landing

1. jump and land using a variety of takeoff and landing patterns. **K.1 a, b**
2. jump a slowly swinging long rope. **K.1 a, b, e, K.3**

#### Dribbling, Kicking and Punting

1. walk and roll the ball forward using the inside of either foot. **K.1 c,d**
2. from a stationary position, kick a stationary large playground ball using any part of the foot. **K.1 c**
3. move up to and kick a stationary ball using any part of the foot. **K.1 c,d**

#### Throwing

1. throw to a variety of large targets using an underhand motion. **K.1 c, K.2**
2. throw a soft ball using an overhand throwing motion. **K.1 c**

#### Catching

1. catch a softly rolled large ball. **K.1 c**
2. catch a self-tossed soft ball. **K.1 c**

#### Volleying

1. continuously volley a balloon. **K.1 c**

2. strike a balloon upward continuously using the hands. **K.1 c**

### **Dribbling with the hands**

1. use two hands to bounce and catch a large playground ball. **K.1 c**
2. continuously push a ball down with one or both hands. **K.1 c**

### **Striking with short-handled implements**

1. repeatedly strike a balloon upward using a lightweight paddle. **K.1 c**
2. repeatedly strike a small suspended ball with a lightweight paddle. **K.1 c**

### **Striking with long-handled implements**

1. strike a stationary ball with a bat or hockey stick. **K.1 c**

### **Rhythms**

1. demonstrate moving to a rhythm, using basic rhythmic patterns. **K.1 e**

### **Educational Gymnastics**

1. demonstrate at least two critical elements used in bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling. **K.1 b**

### **Personal Fitness**

1. participate in activities that increase heart rate, breathing rate, and perspiration. **K.3**

### **Physically Active Lifestyle**

1. demonstrate participation in regular physical activity. **K.3, K.5**
2. explain why physical activity is good for health. **K.6**



## **Benchmarks by Grade Level and Skill**

### **First Grade**

The student will:

#### **Responsible Behaviors**

1. work independently for short periods of time. **1.5 a**
2. attempt new activities and skills. **1.5 b**

#### **Locomotor Movements and Movement Concepts**

1. travel through general space of varying sizes. **1.2**
2. demonstrate concepts of space, time, force, effort and relationships while using locomotor and non-locomotor skills. **1.1 a, 1.2**
3. perform lateral and cross lateral movements. **1.1**

#### **Chasing, Fleeing and Dodging**

1. dodge stationary objects. **1.2**
2. stay as close as possible to a fleeing, dodging partner. **1.1**
3. chase after a person who has been given a slight head start and is fleeing. **1.2**

#### **Jumping and Landing**

1. jump and land using a variety of takeoffs and landings in relationship to various equipment. **1.1 a, 1.2**
2. jump a swinging rope. **1.1a, 1.2, 1.3, 1.4, 1.6**

#### **Dribbling, Kicking and Punting**

1. kick a slowly moving ball using the inside/outside of the foot. **1.1 b, c, 1.2**
2. run up to and kick a stationary ball as for distance using the instep. **1.1 a, b, c, 1.2**
3. kick a stationary ball using the instep along the ground toward a stationary partner or target. **1.1 b, c, 1.2**

#### **Throwing**

1. throw a variety of objects using an overhand and underhand motion. **1.1 b**

#### **Catching**

1. catch a ball thrown softly to different places around the body. **1.1 b**

#### **Volleying**

1. strike a lightweight ball or balloon with at least three different body parts while keeping it in self space. **1.1 b**

### **Dribbling with the hands**

1. dribble a ball in self-space using one, then the other hand. **1.1 b**
2. dribble a ball in self-space while switching from one hand to the other. **1.1 b**
3. dribble a ball while slowly traveling forward. **1.1 b, c, 1.2**

### **Striking with short-handled implements**

1. bounce, then strike a ball with a paddle. **1.1 b**
2. strike a small lightweight ball upward using a lightweight paddle letting it bounce between strikes. **1.1 b**

### **Striking with long-handled implements**

1. strike a ball off a tee with a bat. **1.1 b**
2. strike a ball with a hockey stick or golf club. **1.1 b**

### **Rhythms**

1. demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills. **1.1 e**

### **Educational Gymnastics**

1. demonstrate simple sequences that contain balances, rolls, transfer of weight and flight. **1.1 d**

### **Personal Fitness**

1. participate in activities that sustain an increased heart rate and perspiration. **1.3**
2. identify body changes that occur during physical activity. **1.4**

### **Physically Active Lifestyle**

1. demonstrate regular physical activity requiring physical exertion and skills. **1.3, 1.6**

## Benchmarks by Grade Level and Skill

### Second Grade

The student will:

#### Responsible Behaviors

1. work cooperatively with peers and teacher. **2.4**
2. follow safety procedures **2.4**

#### Locomotor Movements and Movement Concepts

1. travel through general space of varying sizes in relationship to others and objects. **2.2 a**

#### Chasing, Fleeing and Dodging

1. change from a leading to a following position in relation to a partner. **2.1 c, 2.2**
2. travel and dodge stationary opponents. **2.2 a**

#### Jumping and Landing

1. jump a self-turned rope. **2.1, 2.2 a, 2.3, 2.5**
2. make different body shapes in the air when jumping off the ground or low level equipment. **2.2 a**

#### Dribbling, Kicking and Punting

1. slowly jog and dribble using the inside/outside of the foot. **2.1a, 2.2 a**
2. slowly jog and dribble around a stationary obstacle using the inside/outside of the foot. **2.1 a, 2.2 a**
3. trap a slowly moving ball contacting the ball with the ball of the foot. **2.1 a, 2.2 a**
4. punt a ball into the air using the instep. **2.1 a, 2.2 a**

#### Throwing

1. throw for distance using an overhand motion. **2.1 a**

#### Catching

1. throw and catch to self using an implement. **2.1 a**
2. catch a self-tossed ball at different levels. **2.1 a**

#### Volleying

1. underhand strike a soft lightweight ball or balloon upward with the hand while keeping it in self-space. **2.1 a**
2. travel slowly and underhand strike a soft lightweight ball or balloon upward with the hand. **2.1 a, 2.2 a**

#### Dribbling with the hands

1. dribble a ball in self-space at different levels. **2.1 a**

2. dribble while slowly traveling in different directions. **2.1 a, 2.2 a**
3. dribble while slowly traveling on different pathways. **2.1 a, 2.2 a**

### **Striking with short-handled implements**

1. strike a small lightweight ball upward more than once using a paddle. **2.1 a**

### **Striking with long-handled implements**

1. travel slowly in different directions and dribble a ball with a hockey stick. **2.1 a**
2. strike a ball off a tee with a bat to a designated area. **2.1 a**

### **Rhythms**

1. demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences. **2.1 c**

### **Educational Gymnastics**

1. demonstrate sequences including balances, rolls, transfer of weight, and flight. **2.1 b**

### **Personal Fitness**

1. identify activities that provide cardiorespiratory, muscular, and flexibility benefits. **2.3**
2. participate in activities that provide cardiorespiratory, muscular, and flexibility benefits. **2.3**

### **Physically Active Lifestyle**

1. identify opportunities outside of school to participate in regular physical activities. **2.5**

## Benchmarks by Grade Level and Skill

### Third Grade

The student will:

#### Responsible Behaviors

1. demonstrate good use of time while practicing skills. **3.4 a**
2. help establish rules for good behavior. **3.4 b**
3. work cooperatively with peers. **3.4 c**

#### Chasing, Fleeing and Dodging

1. change directions and pathways as they move through general space to avoid collisions with others. **3.2 a**
2. move in a variety of ways that focus on accelerating and decelerating their speed. **3.2 a**

#### Jumping and Landing

1. jump a self-turned rope. **3.2 a, 3.3, 3.5**
2. jump into and out of a turning long rope. **3.1 c, 3.2 a, 3.4 c, 3.5**

#### Dribbling, Kicking and Punting

1. run up to and kick a rolling ball using the instep. **3.1 a, b, 3.2 a**
2. kick a ball using different parts of the foot. **3.1 a**
3. dribble while changing pathways and directions at the signal. **3.1a, 3.2 a**
4. dribble with a group in a defined area without losing control of the ball or colliding with others. **3.1 a, b, 3.2 a, 3.4 c**
5. dribble around stationary opponents and avoid losing the ball. **3.1 a, 3.2 a, b**

#### Throwing

1. throw a variety of objects to target areas using a smooth underhand motion. **3.1 a**
2. throw as for distance using a smooth overhand motion. **3.1 a, 3.2 a**
3. throw overhand using varied amounts of force and speed. **3.1 a, 3.2 a, b**

#### Catching

1. catch a ball tossed by others at different levels. **3.1 a**

#### Volleying

1. strike a lightweight ball in succession using at least two different body parts while keeping it in self-space. **3.1 a**
2. overhead pass (set) a self-tossed ball. **3.1 a**
3. forearm pass a lightly tossed lightweight ball. **3.1 a**

#### Dribbling with the hands

1. dribble and change direction at the signal. **3.1 a, 3.2 a**

2. dribble and change speed at the signal. **3.1 a, 3.2 a**
3. dribble and change pathways at the signal. **3.1 a, 3.2 a**

### **Striking with short-handled implements**

1. bounce then strike a small ball to a wall or over a low net using an underhand motion with a paddle or racket. **3.1 a, b**
2. bounce then strike a small ball using a forehand motion with a paddle or racket. **3.1 a, b**

### **Striking with long-handled implements**

1. dribble a ball with a hockey stick and change directions and pathways on a signal. **3.1 a, b**
2. strike a ball along the ground to a stationary partner using a hockey stick. **3.1 a**
3. strike a ball off a tee with a bat to different areas. **3.1 a**

### **Rhythms**

1. demonstrate moving to a rhythm. **3.1 c**  
Example: perform simple dances in formations; develop and refine a creative dance sequence.

### **Educational Gymnastics**

1. perform sequences with at least four non-manipulative movements. **3.1 d**

### **Personal Fitness**

1. participate in various moderate and vigorous physical activities that cause physiological changes. **3.3**
2. describe and explain the physiological changes that occur during moderate and vigorous physical activity. **3.3**

### **Physically Active Lifestyle**

1. identify and demonstrate participation in regular physical activities to improve skills and personal health. **3.5**
2. demonstrate selection of and participation in physical activities during unscheduled times at home, school, or in the community. **3.5 a**
3. identify one physical activity that he/she participates in regularly for fitness enjoyment, and/or social interaction. **3.5 b**

## Benchmarks by Grade Level and Skill

### Fourth Grade

The student will:

#### Responsible Behaviors

1. work with others to achieve a common goal. **4.4 a**
2. work cooperatively to resolve disagreements. **4.4 b**
3. demonstrate ability to follow rules and procedures. **4.4 c**
4. identify the contributions of various cultures to sports. **4.4 d**

#### Chasing, Fleeing and Dodging

1. use dodging skills to avoid moving objects or people. **4.2 a, b, c**

#### Jumping and Landing

1. jump for distance. **4.2**
2. jump for height. **4.2**
3. jump a self-turned rope using at least two different types of jumps. **4.2**

#### Dribbling, Kicking and Punting

1. dribble then kick the ball using the instep to a large target area. **4.1a, b, c**
2. dribble then kick the ball using the instep to a target or stationary partner. **4.1 a, 4.2 a, b, c, 4.4 a**
3. use the instep to collect the ball coming toward them. **4.1 a, 4.2 a, b**
4. punt a ball for height and/or distance. **4.1 a, 4.2 a, b**

#### Throwing

1. throw balls of various sizes and weights to an appropriate target or partner using a smooth overhand motion. **4.1 a, 4.2 a**
2. use an overhand throw to make the ball travel in different pathways in the air at varying distances. **4.1 a, 4.2 a**

#### Catching

1. move in different directions to catch a ball thrown by a partner. **4.1 a, 4.2 a**
2. move to catch an object in a keep away situation. **4.1 a, 4.2 b**

#### Volleying

1. underhand strike a lightweight ball back and forth across a line or low net after one bounce. **4.1 a, 4.2 a, b**
2. overhead pass (set) a self-tossed lightweight ball to a wall. **4.1 a, 4.2 a**
3. forearm pass a lightly tossed lightweight ball to a wall. **4.1 a, 4.2 a**

### **Dribbling with the hands**

1. dribble continuously while stopping and starting travel at the signal. **4.1 a, 4.2 a**
2. dribble while keeping the ball away from stationary opponents. **4.1 a, 4.2 b**

### **Striking with short-handled implements**

1. strike a small object with a forehand motion using varying amounts of force. **4.1 a, 4.2 a**
2. bounce and strike a small object using a backhand motion with a paddle or racket. **4.1 a, 4.2 a**

### **Striking with long-handled implements**

1. strike a gently tossed ball using a bat. **4.1 a**
2. strike a ball in the air using a golf club or hockey stick. **4.1 a, 4.2 a**
3. strike a ball using varied amounts of force/speed. **4.1 a, 4.2 a**

### **Rhythms**

1. demonstrate moving to a rhythm. **4.1 b, 4.4 d**  
Example: perform variety of international and regional American dances; create educational dances.

### **Educational Gymnastics**

1. perform smooth sequences that combine four or more movements including traveling, balancing, rolling, and other types of weight transfer. **4.1 c**

### **Personal Fitness**

1. identify the components of health-related fitness. **4.3 a**
2. apply data from a standardized health-related fitness assessment to determine personal fitness goals. **4.3 b**
3. apply the FITT principle of training to implement personal fitness goals. **4.3 c**

### **Physically Active Lifestyle**

1. identify opportunities to participate in regular physical activity at home, at school, or in the community. **4.5**



## Benchmarks by Grade Level and Skill

### Fifth Grade

The student will:

#### Responsible Behaviors

1. work independently to improve learning. **5.5**
2. work cooperatively with others to improve learning. **5.5 a**
3. display appropriate competitive behaviors. **5.5 b**

#### Chasing, Fleeing and Dodging

1. purposefully use general space to create or deny space. **5.2 a, c, d**
2. cooperatively devise strategies to keep opponents from reaching a specified area, person or object. **5.2 a, c, d**

#### Jumping and Landing

1. jump a self-turned rope using a variety of jumps. **5.2 a, 5.6**
2. design and refine a repeatable jumping and landing routine with a partner or small group. **5.1 b, 5.2 d, 5.5 a, b**

#### Dribbling, Kicking and Punting

1. dribble and change speeds at the signal. **5.2 a, b, c**
2. dribble with a group in a defined area without losing control of the ball and while avoiding contact with others or opponents. **5.2 a, b, c, 5.5 b**
3. dribble and use the instep to kick a leading pass to a moving partner. **5.2a, b, c, e**
4. dribble and pass in a small keep away activity. **5.2 a, b, c**

#### Throwing

1. throw to a target or partner using varying degrees of force/speed. **5.2 b, c, d**
2. throw and catch in a self designed or given small group activity to keep the ball from opponents or to reach a goal area. **5.2 c, d**

#### Catching

1. catch objects of different sizes and weights while moving toward a specified area. **5.2 b**
2. catch a leading pass using a variety of objects. **5.2 b, c**

#### Volleying

1. cooperate in a group to strike a lightweight ball with various body parts while keeping it off the ground. **5.2 a, b**
2. underhand strike a lightweight ball over a medium level net or rope. **5.2 a, b**
3. overhead pass (set) a lightweight ball back and forth with a partner across a medium

- level net or rope. **5.2 a, b**
4. forearm pass a lightweight ball to an area different from where it was tossed. **5.2 a, b, c**
  5. use underhand, overhead, and forearm passes in a given or self designed small group activity. **5.2 a, b, c**

### **Dribbling with the hands**

1. dribble while traveling in a group without touching others or stationary objects. **5.2 a, c**
2. dribble and smoothly change direction without stopping. **5.2 a, c**
3. dribble and change speed without stopping. **5.2 a, c**
4. use a variety of relationships with others to play or design a small group activity. **5.2 a, c**

### **Striking with short-handled implements**

1. strike a self-dropped ball with a racket over a low-level net or line to various designated areas using a forehand stroke. **5.2 b**
2. strike a ball rebounding from a wall with a paddle or racket using a forehand stroke. **5.2 b**
3. use a variety of relationships with others in order to play or design a small group activity. **5.2 a, c**

### **Striking with long-handled implements**

1. strike a softly pitched ball with a bat for distance. **5.2 b**
2. use a hockey stick to dribble a ball in a large group to avoid colliding with others or obstacles. **5.2 b, c**
3. dribble and then strike a ball to a stationary target or partner using a hockey stick. **5.2 b, c**

### **Rhythms**

1. perform different types of rhythm/dance sequences. **5.1 b, 5.2 a**
2. perform jumping skills in time to music. **5.1 b, 5.4 b**

### **Educational Gymnastics**

1. perform complex sequences including traveling, rolls, balances, and weight transfer. **5.1 a**
2. perform complex sequences exhibiting smooth transitions and changes of direction, speed, and flow. **5.1 a**

### **Personal Fitness**

1. describe the benefits of engaging in regular physical activities. **5.3 a**

2. identify sources for data collection. **5.4 a**
3. analyze fitness data to describe and improve personal fitness levels. **5.4 b**

### **Physically Active Lifestyle**

1. identify and demonstrate regular participation in physical activities based on personal abilities and interests. **5.6**

# APPENDICES

## **ESTABLISHING A LEARNING ENVIRONMENT**

Without a doubt there are as many ways to develop rapport with students as there are teachers. This interchange is paramount for the transfer of knowledge between teacher and student and creating an atmosphere for learning. Everyone has a preferred approach to working with children, but no matter what your approach, this decision is influenced by the intangible factor of *teacher attitude*. Graham defines this factor as the totality of your self-image, your feelings concerning teaching, physical education, and children.

The development of an atmosphere for learning is not the most exciting component of teaching. Some teachers find this piece of teaching to be difficult to develop. Part of this difficulty is brought about because of teacher attitude and the belief that children "are a certain way" and that we have to adjust to the children. Even though this is often seen as one of the least enjoyable parts of teaching, its importance is paramount if we are to enjoy the teaching profession.

Determining the management protocols for your classes can be thought of as the rules or procedures you asked the children to follow in years past. Graham defines *protocol* as established forms and courtesies that have been predetermined and used in official dealings among heads of states. Though our classrooms are informal in nature, there are courtesies we want the children to extend to us and to one another. Protocols usually cover the following aspects of our classes: entering and leaving the gym or playground; starting and stopping in response to the teacher; getting out and putting away equipment; selecting groups; and procedures covering fire drills, etc.

### **ENTERING AND LEAVING THE PLAYGROUND AND GYM**

The task of teaching students how to enter the gym begins from the point you pick them up. Whether it is at their classroom or the gym door, time must be taken to teach the children how to move to the gym and the proper way to enter once they are there. We ask children to walk into the gym and they have shown us hundreds of variations of walking. We need to focus on the speed that the students travel verses asking them to walk when teaching students how to enter the gym. The important point for the children to realize is that this is a protocol; it's the routine used at school. Once the children have entered the gym they need to know what is expected of them. Do they get into squads, find a personal space, or sit down for instructions?

Usually the same procedure is used when the children leave the gym to return to the classroom. This, too, needs to be practiced. When it isn't, the classroom teacher can spend five to ten minutes trying to calm the students down before they are ready to work.

## **STARTING AND STOPPING SIGNALS**

After the students have entered the gym, we need to have a start and stop signal. Whether we use our voice, a hand clap, a drum, or a whistle is not important. The most important thing is whatever we choose needs to be loud enough for the students to hear. We also need to take into consideration where we are working with the students when choosing a signal. A whistle might be the best way to stop a class outdoors but too piercing when used inside. When using a hand clap or the word "*FREEZE*" to get the students to stop, the class needs to work and keep their talking at a level that permits the teacher to talk over them without yelling.

Most teachers use the word "*GO*" to start the students. As with stopping, the students need to practice waiting for the word "*GO*" before moving. By learning to wait for the word "*GO*" to be given, the teacher will be able to finish the directions, even if it has two or three parts, before the children start moving. During the time that these protocols are to be learned, the teacher needs to focus his or her attention on this part of the lesson, and not the skill or concept being presented to the students. Often the teacher will be faced with students that become inattentive or start to move before the signal to "*GO*" is given. At this time the teacher can use one of the following techniques: stop talking and repeat the directions; or stop talking and let the silence bring their attention back to the teacher and then continue with the directions.

## **EQUIPMENT**

When it comes to equipment, there are three protocols that need to be taught to the students. They are: how to get it out; what to do with it when the teacher is talking; and how to put it away.

## **GETTING THE EQUIPMENT**

The excitement that builds before a lesson begins in the gym sometimes is so great that students run to grab whatever is out and just as quickly, arguments ensue. Because of this possibility and others, it is necessary to have a protocol to be followed when getting out equipment. Teachers often use one of the following approaches to distribute equipment quickly and safely. The first is to spread the equipment out in small piles, thus eliminating overcrowding and reducing the chance of injury or arguments. A second way often used to distribute equipment is for the teacher to use color of clothing, eyes, or household pets. Whatever the approach, this protocol must be practiced.

Along with knowing how to get the equipment out, the children need to know what to do with it once they have picked it up. There are two possibilities that can be used: have the children hold the equipment until all students get a piece; or give the children something to do with it after they find their personal space. The first methods can be very frustrating to students who are eager to begin using the equipment.

## **HOLDING ON TO EQUIPMENT**

This takes into consideration what the children are to do with the equipment while the teacher is talking. Some teachers make no decision on what they would like for the students to do with equipment while they are giving instructions. This often leads to balls being dropped, dribbled, or ropes being swung while directions are being given by the teacher. Those teachers who understand the need to have the children do something with the equipment being used while instruction is being given reduce the number of interruptions caused by such movement. One technique often used by teachers is to have the children place immediately whatever they are using on the floor when the stop signal is given. This, too, needs to be practiced.

## **PUTTING EQUIPMENT AWAY**

More often than not, it can be just as hard to get children to put equipment away at the end of class, as it is to get them to move safely to get it out. The protocol used for this task can be the same as that used for getting the equipment out at the beginning of class. One reason that it needs to be practiced is to try to get the children to control the urge to toss their ball into the box or onto the rack. Practice this protocol the first day any equipment is used.

## **SELECTING PARTNERS, TEAMS, AND GROUPS**

Thank goodness the time of captain selected teams is long gone from physical education classes. Too many children have been hurt using this procedure, and as adults, still remember being picked last and thus, are against physical education. To erase this memory we must use techniques that do not damage a student's self-image.

There are many ways to develop teams or have children get into groups. One method used is to have the children find a partner or form a group of six, for example. This arrangement is quick and the students usually choose partners or groups of equal ability. Practice this protocol before finding a partner or getting into groups is needed during a lesson. This can be achieved by having the students play the game of "Numbers". Another way to remove the embarrassment of being chosen last is to have the teacher form the groups or teams.

## **DECISION TO PRACTICE PROTOCOLS**

After a teacher has thought through the protocols to be used, then the decision must be made to practice them. Because of the limited time in elementary physical education, it is often hard for a teacher to be willing to spend time teaching protocols. It is because of this lack of time that protocols need to be practiced. When protocols are not learned, the amount of time lost over the course of a school year will, without doubt, be greater than the time it takes to teach children what is expected from them.

When teaching protocols the following attributes need to be displayed by the teacher: be firm but warm; and have a built in knowledge of how the children are to act in class. The advantage of having a teacher that has these qualities is that the students know exactly what to expect from the teacher day after day.

Along with these attributes, the teacher needs to be sure that the rules for the class are clear, positive, and posted. Simply writing and posting them, however, is no guarantee they will be followed. They must be practiced. By having the children develop some ownership of the rules (understanding why they are necessary) they will be followed more closely.

Graham, George, (1992). Teaching Children Physical Education Becoming a Master Teacher (pp. 29-38) Champaign, IL: Human Kinetics.



## CHARACTERISTICS AND PROGRAM NEEDS

### Ages Five and Six

In helping the child to develop through physical activity an analysis of the characteristics and needs of the child of different ages is necessary.

#### Characteristics

Growth is uneven and steady.

Tires easily and attention span is short.

Large muscles further developed than other muscles.

Bones are soft.

Self-centered yet seeks approval.

Eager to learn and explore.

Sensitive to praise and criticism.

Imitative, creative and independent.

#### Program Needs

Vigorous activity and movement involving large muscles.

Variety of simple activities for short periods of time.

Needs simple small muscle activities to develop hand-eye coordination, balance and body control.

Need for development of correct posture in all activities.

Needs to learn to play and work with others.

Need for active vigorous play.

Need for praise and assurance.

Need activities to allow for individual creative and exploratory play.

## CHARACTERISTICS AND PROGRAM NEEDS

### Ages Seven and Eight

In helping the child to develop through physical activity an analysis of the characteristics and needs of the child at different ages is necessary.

#### Characteristics

Slow, steady growth.

Rapid growth of large muscles, small muscles more developed.

Longer attention span and increased retentive power.

Breathing shallow, heart growing rapidly, subject to strain

Eager to do things, enthusiasm for action exceeds wisdom.

Sensitive to criticism and praise.

Do great deal of alibiing and excuse making, tendency to set personal standards too high.

Attention span longer and are interested in group play.

#### Program Needs

Consider a variety of activities which consider growth levels.

Great deal of vigorous activities.

Increased complexity of games and skills.

Vigorous activity to experience healthy fatigue.

Instruction in the wise and safe way of performing activities.

Positive reinforcement.

Realize that all people make mistakes, set standards within capabilities.

Need to begin team emphasis in activity and relays.

## CHARACTERISTICS AND PROGRAM NEEDS

### Ages Nine and Ten

In helping the child to develop through physical activity an analysis of the characteristics and needs of the child this age is necessary.

#### Characteristics

Membership in a group depends on skills important at this time.

Want to be accepted as a team member.

Desire to be involved in vigorous activities involving a lot of motion.

Girls developing physically faster than boys.

Increase in muscle strength in boys.

Muscle coordination and reaction time improve with boys especially eye-hand coordination.

Decrease in flexibility especially in boys.

#### Program Needs

A variety of activities with team concept emphasized.

Skill development vital so each can find a level of participation in some activity. Cooperation needs to be stressed.

Safety in play needs to be emphasized.

Need for vigorous activities such as rhythms, tumbling, and games.

Attention be given to activities involving arms, shoulders, back and abdominal area. Exercises involving overload important.

Refinement in throwing, catching, and kicking skills needed.

Stretching activities be stressed.

## CHARACTERISTICS AND PROGRAM NEEDS

### Ages Ten and Eleven

#### Characteristics

#### Program Needs

Beginning a transition from slow, steady growth to a period of rapid and sporadic growth.

Need for keeping height and weight chart as well as general charts.

Irregular gains in height and weight cause boys and girls to be awkward and out of proportion at times.

Need for improvement of coordination through rhythmic activities, manipulation of small objects or balls, etc.

Girls are still about a year more mature than boys.

Need for understanding of growth by children.

Great variability in muscular control. Skills are better.

Need for vigorous activity with emphasis on teaching of skills through drills and practice.

Increased interest in team and competitive activity.

Need for squad organization with rotation of leaders. Include team games and relays.

Attention span is longer.

Need for more complicated games with rules requiring pupils' attention for a longer period of time.

Developing group loyalty, hero worship.

Need emphasis on leadership and followership and good opportunities for sportsmanship.

Desire to belong to a group.

Need for guidance to accept their mates as they are within their limitations.

Bones hardening.

Need to continue emphasis on good posture habits.

Heart is small in proportion to body size.

Need for frequent rest periods and a variety of activities.

Great desire to excel both in skill and physical capacity.

Need for physical fitness. Include fitness and skill tests to provide motivation and to check progress.

## CHARACTERISTICS AND PROGRAM NEEDS AND IMPLICATIONS

### Ages Eleven and Twelve

In helping the child to develop through physical activity an analysis of the characteristics and needs of the child at different ages is necessary.

#### Characteristics

Sensitive (emotions close to surface; quick tempered).

Lack of self confidence.

Have a feeling of insecurity (a need to belong; feel too old for younger children and are not accepted in adolescent circles).

Desire recognition and independence. Have a strong desire to excel.

Girls more interested in older boys; boys interested in approval of other boys.

Must constantly be doing something (an outgrowth of a strong drive for excitement).

Show a wide range of levels of maturity; girls often one to two years ahead of boys.

#### Program Needs and Implications

Need for adult understanding, patience, and good sense of humor.

Need to spend more time developing physical skills, especially prior to group and team games.

Need for each child to be given specific responsibilities; these may be rotated.

Need to use those children who excel in individual sports or skills to help those who need more practice.

Need to organize for group participation. It should not be based on sex except for perhaps gymnastics and vigorous body contact activities.

Need for a variety of new activities to ward off boredom and indifference.

Need for cooperation and acceptance of the children with marked individual differences.

## CHARACTERISTICS AND NEEDS (cont.)

### **Characteristics**

Growth may be steady or there may be a spread of rapid growth which may result in poor coordination and awkwardness.

Danger of over-fatigue (has little knowledge of health habits as they relate to fatigue).

Heart has not developed as rapidly as the body.

Evidence of increased interest in team or group cooperation (team conscious, especially of boys).

Overly critical of self and others; resentful of criticism.

### **Program Needs and Implications**

Need to keep health records (height and weight charts). Increased number of stunts and games to develop better coordination.

Need to use strict time limits, rest periods, and changeful activity.

Need to study and understand the heart and body development.

Need more emphasis on team work and more complicated rules.

Need for adults to let criticism be accompanied by praise. Laugh with children to bridge awkward gaps.

## **PHYSICAL EDUCATION FOR CHILDREN WITH SPECIAL NEEDS**

In a physical education setting not all children can perform or progress at the same pace. Many children need individual assistance and, at times, modifications or adaptations as is true in most disciplines. As the physical educator in your school, you have the responsibility of deciding what modifications and/or changes are appropriate based on each child's needs. Consultation with the classroom teacher, other district professionals, or parents may be necessary and helpful. Sometimes these modifications are successful and the student benefits. When the traditional modifications are not meeting the goal of physically educating the child, then such children may benefit from adapted physical education services. The key to this decision is whether the student can participate "safely and/or successfully" in the program being offered.

Regardless of whether there is a current IEP or the student is a candidate for referral to child study, appropriate placement in an adapted (modified) physical education program can only be accomplished by an assessment. The assessment can be formal or informal depending on the disability or needs of the student. In either case, the physical education instructor must be involved in decisions about that placement and subsequent PE goals and objectives that are to be part of the IEP.

Getting involved will make a difference in your program and the life of a child!

## **ASSESSMENT GUIDELINES FOR SPECIAL NEEDS**

Assessment may be administered formally or informally. This determination is more easily made after the student has been observed and all appropriate records reviewed, including conferences with other professional staff and/or parents.

The following process is a guide and not necessarily all-inclusive. Some steps may be administered by the physical education specialists, while others may be handled by a physical therapist, special education teacher, or other appropriate professional. The regular physical education curriculum should be used as baseline criteria.

<b>PROCESS</b>	<b>GOAL</b>	<b>STEPS</b>
Screening	Get to know the student.	Class observation Review records Developmental history
Interpret screening information	Is additional testing needed? (Can be teacher made and administered)	Administer test items to determine if child's needs can be met in regular physical education. Informal observation can be used if determined appropriate.
In-depth assessment	Match test and test items to student's needs. Develop strong data base. Evaluate data	Consider components to be evaluated. Involve PT, parents, and other appropriate professionals.
Write/Revise IEP	Develop specific goals and objectives.	Implement goals and objectives. Periodic review of progress as it relates to goals and objectives. Document Annual review to evaluate progress and plan for next year.

### **ASSESSMENT APPROACH**

- Outline what to teach.
- Determine student's present level of performance on targeted skills.
- If appropriate, develop student's IEP based on present level of performance.
- Determine where to teach skills.
- Determine how to teach skills.
- Establish level of support needed to teach skills.
- Conduct ongoing evaluation.



## **Guidelines for the Gross Motor Screening**

### **General Information**

The Gross Motor Screening is required by the Virginia Department of Education for all children (through grade 3) within 60 administrative working days of enrollment in a public school. The purpose of the screening is to determine if formal assessment is indicated. Students must be screened in the following areas: balance, bilateral coordination, and upper extremity coordination.

### **Procedure**

Administer the Gross Motor Screening for the appropriate grade level (K-3) when a student initially enrolls in a public school and record student's performance on the Gross Motor Screening form (ID.7-111-09). If the student is unsuccessful in any area (balance, bilateral coordination or upper extremity coordination), share this information with the classroom teacher and plan to re-assess the student in approximately 3 months. Kindergarten students who are unsuccessful during the initial screening in the fall should be re-assessed in January. Information should be shared with the classroom teacher to correlate with academic performance and better determine if a referral to child study is needed. Students who are successful on the initial screening do not have to be screened again.

### **Scoring**

In order to fail the gross motor screen, a student must be unsuccessful in two of the three areas (balance, bilateral coordination and upper extremity coordination). Some areas are tested by multiple skills (i.e. balance for kindergarteners is tested with standing on one foot and hopping). If the student accomplishes one of the two skills they are scored as successful in that area. If a student is unsuccessful in only one area, they pass the gross motor screen but should still be reassessed in 3 months to determine if activity sheets should be sent home.

### **Reassessment**

Reassessment should only be done for students who are unsuccessful with the first screen. Re-assess the student within 3 months after they have had time to adjust to their new school and participate in gross motor play activities with their peers. If the student is still unsuccessful in only one of the three areas, send home the appropriate activity sheets to encourage parent involvement and home practice. If the student is still unsuccessful in two of the three areas, refer the student to your school-based physical therapist for an informal observation and send home the appropriate activity sheets. The informal observation will help determine if the student should be referred for a Physical Therapy Evaluation. Record the results of all reassessments on the Gross Motor Screening form (ID.7-111-09).

### **Activity Sheets**

Standard activity sheets for each of the skill areas will be provided to the physical education specialist.

Record the results of all reassessments on the  
**Gross Motor Screening form (ID.7-111-09).**  
Please find this form at RCPS HPE Teacher Resource webpage.

**GROSS MOTOR SCREENING**  
Kindergarten through Third Grade

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Date of Enrollment: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Directions:** Record (+) for successful and (-) for unsuccessful. Demonstrate skill if necessary and allow the child at least two consecutive tries before assigning (-) unsuccessful. Screen the level appropriate to the child's grade placement and those skills scored as (-) at a previous grade placement(s).

Gross Motor Screening	Dates Administered			
<b>Kindergarten Skills</b>				
With hands on hips, stands on either foot for 6 seconds. - B				
Hops forward on either foot 3 to 5 times. - B				
Walks down 3 steps alternating feet with or without use of railing. - BC				
Throws a 3 inch object overhand to hit a 3' X 3' target from 10 feet away. - UEC				
Catches a 6 to 8 inch foam ball in two hands thrown underhand by a skilled thrower from 5 feet. - UEC				
<b>Comments:</b>				
<p>B- Balance      BC - Bilateral Coordination      UEC - Upper Extremity Coordination</p>				

Gross Motor Screening	Date Administered			
<b>First Grade Skills</b>				
Using heel-to-toe step, walks a low balance beam (4 to 6" off the floor) for 4 steps without stepping off w/eyes focused on an object straight ahead and hands on hips. - B				
Kicks a stationary ball using a running approach without stopping. - BC				
Skips 10 feet. - BC				
Bounces an 8" playground ball on the floor and catches with both hands. - UEC				
<b>Comments:</b>				
<b>Second Grade Skills</b>				
With hands on hips, balances on either foot for 10 seconds. - B				
Using a running approach, kicks a stationary 8 inch ball a distance of 20 feet. - BC				
Bounces and catches a tennis ball with either hand 3 times consecutively. - UEC				
Throws a ball overhand striking a wall from a distance of 20 feet. - UEC				
<b>Comments:</b>				
<b>Third Grade Skills</b>				
Walks to the middle of the balance beam, with hands on hips, stops, balances on one foot for 10 seconds and then continues walking. - B				
Jumps rope 5 complete turns without assistance. - BC				
Catches, with 2 hands, a 6 to 8 inch sponge ball thrown overhand from 10 feet. - UEC				
Dribbles 8 inch ball waist high 5 times consecutively with either hand (using fingers). - UEC				
<b>Comments:</b>				
<p>B- Balance      BC - Bilateral Coordination      UEC - Upper Extremity Coordination</p>				

# The Cumulative Wellness-Related Fitness Record

Form # L.E. 005

May be obtained through the RCPS Print Shop or at  
<http://www.pen.k12.va.us/VDOE/Instruction/PE/wellnesschart.pdf>

Form #LE.005 2/2007

## CUMULATIVE WELLNESS-RELATED FITNESS RECORD

Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Last                      First                      Middle

Enter age of student at time best score was performed. Place an "Y" in the HFZ column when HFZ is met. "N" if not in zone.

	Grade	4th			5th			6th			7th			8th			9th			10th			
		Age at Best	Best Score	HFZ	Age at Best	Best Score	HFZ	Age at Best	Best Score	HFZ	Age at Best	Best Score	HFZ	Age at Best	Best Score	HFZ	Age at Best	Best Score	HFZ	Age at Best	Best Score	HFZ	
<b>Upper-Body Strength and Endurance</b>	*90 Degree Push Ups																						
	Modified Pull-Ups																						
	Flexed Arm Hang																						
<b>Abdominal Strength and Endurance</b>	*Curl-Up Cadence																						
<b>Flexibility</b>	Back-Saver Sit & Reach																						
	Shoulder Stretch																						
<b>Aerobic Capacity</b>	*Pacer																						
	One Mile Run/Walk																						
	One Mile Walk Test																						
<b>Trunk Strength</b>	*Trunk Lift																						
<b>Body Composition (optional)</b>	Skinfold Measurement (optional)																						
	Body Mass Index (BMI) (optional)																						

Discontinued:  
Scores are currently recorded in WELNET

\* Recommended Test                      HFZ = Healthy Fitness Zone

## VIRGINIA WELLNESS-RELATED FITNESS TEST SCHOOL SUMMARY

SCHOOL NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

GRADE		Upper Body Strength and Endurance		Abdominal Strength and Endurance		Flexibility		Aerobic Capacity		Trunk		Body Composition (optional)	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
4th	# tested												
	# met HFZ												
5th	# tested												
	# met HFZ												
6th	# tested	Discontinued: Scores are currently recorded in WELNET and reported electronically											
	# met HFZ												
7th	# tested												
	# met HFZ												
8th	# tested												
	# met HFZ												
9th	# tested												
	# met HFZ												
10th	# tested												
	# met HFZ												
11th	# tested												
	# met HFZ												
12th	# tested												
	# met HFZ												

PRINCIPAL: \_\_\_\_\_

RETURN TO:  
Central Office Designee

ADDRESS \_\_\_\_\_

TELEPHONE # ( ) \_\_\_\_\_

E-MAIL \_\_\_\_\_

# VIRGINIA PHYSICAL EDUCATION STANDARDS OF LEARNING ARRANGED BY STRANDS – REVISED 2008

## Skilled Movement

1. *Demonstrate proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms.*

This goal focuses student learning on the development and demonstration of competence in a variety of movement forms. Movement competence is defined as the development of sufficient skill and ability to assure successful performance in a variety of physical activities. In the elementary years, students develop maturity and adaptability in the use of fundamental skills and patterns that are then further refined and combined during the middle school years. As motor patterns become more refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation

- K.1 The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills.

- a) Demonstrate the locomotor skills of walking, running, hopping, and jumping and landing.
- b) Demonstrate the non-locomotor movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, and balancing.
- c) Demonstrate a minimum of two critical elements (small, isolated parts of the whole skill or movement) used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll underhand, trap, volley with hand).
- d) Demonstrate a minimum of two critical elements used in manipulative skills while moving.
- e) Demonstrate moving to a beat, using basic locomotor and non-locomotor rhythmic patterns.

- 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.

- a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding.
- b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).
- c) Demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand, and volley).
- d) Demonstrate at least two critical elements for the manipulative skills of

- catching, throwing underhand, striking, dribbling, and kicking while moving.
    - e) Demonstrate simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.
    - f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.
- 2.1 The student will continue to demonstrate correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, non-manipulative, and manipulative skills.
  - a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
  - b) Demonstrate educational gymnastic sequences, including balance, roll, transfer of weight, and flight.
  - c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to Perform basic educational folk and creative dance sequences.
- 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.
  - a) Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
  - b) Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner; develop and refine educational gymnastics sequence).
  - c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence).
  - d) Refine individual gymnastics skills, and perform educational gymnastic sequences with balance, transfer of weight, travel, and change of direction.
- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
  - a) Demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).
  - b) Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances, combining shapes, levels, pathways, and locomotor patterns, and having apparent beginning, middle, and end).
  - c) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

- 5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.
  - a) Demonstrate proficiency in locomotor, non-locomotor, and manipulative skill combinations in more complex environments and modified sports activities.
  - b) Perform educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.
  - c) Perform different types of rhythm/dance sequences including American and international dances.
  
- 6.1 The student will demonstrate competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities.
  - a) Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
  - b) Demonstrate incorporating movement sequences into a rhythmic activity.
  - c) Demonstrate skill in a variety of individual and team activities representative of different countries.
  
- 7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.
  - a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
  - b) Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).
  - c) Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
  - d) Demonstrate moving to a rhythm in selected folk, country, square, contemporary, and line dances.
  
- 8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.
  
- 8.2 The student will perform skills in several game/sport, dance, and recreational activities.
  - a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
  - b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, fishing, archery).
  - c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).
  
- 9.1 The student will perform all basic movement skills and demonstrate competence



in at least two self-selected, lifetime, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit categories.

- a) Apply competencies in all locomotor, non-locomotor, and manipulative skills to appropriate game/sport, dance, and recreational activity applications.
- b) Design, implement, evaluate, and modify a plan for at least two self-selected, lifetime, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal skills.

10.1 The student will demonstrate proficiency in all basic movement skills and patterns and competency in at least three self-selected, lifetime, skill-related physical activities.

- a) Apply competencies in all movement skills to appropriate game/sport, dance, and recreational activities.
- b) Design, implement, evaluate, and modify a plan for three or more lifelong, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and principles of training, setting of goals, improvement of personal skills, and planning for future physical activity beyond school years.

11/12.1 The student will demonstrate mastery of movement skills and patterns that apply to the selected specialized-movement activity.

- a) Exhibit a level of proficiency in all basic skills required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
- b) Demonstrate an understanding of the rules and strategies of the selected activity, and apply them appropriately.

### **Movement Principles and Concepts**

2. *Apply movement principles and concepts to learning and developing motor skills and specialized movement forms.*

This goal focuses student learning on understanding and using movement concepts and principles to improve motor skills. While the skilled-movement goal involves learning how to perform physical activities skillfully, this goal directs students toward learning about movement. Concepts and principles from various fields of study support skillful movement performance. These fields of study include motor control, exercise physiology, biomechanics/kinesiology, sport psychology, and sport sociology. Elementary students establish a movement vocabulary and use simple concepts as they develop their movements. Middle grade students learn and apply more complex concepts of movement. High school students develop a working knowledge of a variety of concepts and principles, enabling them to independently apply concepts in order to acquire new skills or enhance existing skills.

K.2 The student will demonstrate use of the movement concepts of directions, levels,

- pathways, and effort (force and speed) while performing locomotor skills.
- 1.2 The student will demonstrate improvement in locomotor, non-manipulative, and manipulative skills while applying the movement concepts.
  - 2.2 The student will apply the basic movement concepts to change performance of locomotor, non-manipulative, and manipulative skills.
    - a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
    - b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.
  - 3.2 The student will apply movement principles in increasingly complex movement activities.
    - a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills
    - b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).
  - 4.2 The student will understand and apply movement concepts and principles in complex motor skills.
    - a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
    - b) Apply movement principles and concepts to basic game strategies.
    - c) Use movement principles to improve personal performance and provide feedback to others.
    - d) Use feedback, including available technology, to improve performance.
  - 5.2 The student will understand and apply movement principles and concepts in complex movement activities.
    - a) Apply principles of accuracy, force, and follow-through when projecting objects.
    - b) Apply principles of accuracy, force, and follow-through when projecting objects.
    - c) Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).
    - d) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
    - e) Use feedback, including available technology, to improve performance.
  - 6.2 The student will apply movement principles and concepts to movement-skill performance.
    - a) Refine and adapt individual and group activity skills by applying concepts of *relationship, effort, spatial awareness, speed, and pathways*.
    - b) Use feedback, including available technology, to improve skill performance.

- c) Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).
  - d) Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).
- 7.2 The student will understand and apply movement principles and concepts.
- a) Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).
  - b) Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.
  - c) Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.
  - d) Analyze skill patterns of self and partner, detecting and correcting mechanical errors.
  - e) Identify similarities in movements across different physical activities (e.g., overhand throw: tennis serve, overhand volleyball serve, and overhead clear in badminton).
- 8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
- a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.
  - b) Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
  - c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
  - d) Analyze skill patterns of self and partner.
  - e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.
- 9.2 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
- a) Explain and apply selected scientific principles (e.g., physiological [warm-up, cool down, overload, specificity, and progression], biomechanical [levers, types of muscle contractions, and force]) that aid in the improvement of movement skills.
  - b) Use movement principles and concepts to improve the movement performance of self and others.
- 10.2 The student will apply movement principles and concepts to skill performance.
- a) Explain and apply selected scientific principles (e.g., physiological,

biomechanical) that aid in the improvement of skills and performance in specialized movement forms.

- b) Integrate movement principles and concepts to analyze and improve the performance of self and others in specialized movement forms.

11/12.2 The student will apply movement principles and concepts to skill performance of the selected specialized-movement activity.

a) Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.

- b) Integrate movement principles and concepts in order to analyze and improve the performance of self and others in specialized movement forms.

### **Personal Fitness**

3. *Achieve and maintain a health-enhancing level of personal fitness.*

This goal focuses student learning on the achievement of a health-enhancing level of physical fitness. Elementary students become aware of health-related fitness components (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) while engaging in a variety of physical activities. Middle school students continue to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness. High school students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain a level of fitness that allows them to meet their personal goals for various work-related, sport, and leisure activities.

K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature.

1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates..

1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

2.3 The student will identify and participate in physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility..

- a) Identify that physical fitness is the ability to work and play with energy to spare.
- b) Name and locate the large muscle groups.
- c) Demonstrate activities that utilize specific muscle groups.

3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological

- changes such as sweating, increased heart rate, increased respiration).
- 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.
    - a) Identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance, flexibility, body composition).
    - b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals.
    - c) Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals.
  - 5.3.1 The student will describe short- and long-term benefits of engaging in regular physical activity.
  - 5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness.
    - a) Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers).
    - b) Analyze fitness data to describe and improve personal fitness levels (e.g., apply data to own plan for improvement in at least two components of health-related fitness).
  - 6.3 The student will use personal fitness data to improve physical fitness.
    - a) Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skin fold calipers) to develop goals for improvement in at least two fitness components.
    - b) Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.
  - 7.3 The student will apply concepts and principles of training to improve physical fitness.
    - a) Identify safe practices for improving physical fitness.
    - b) Develop a comprehensive personal fitness plan; including goals, strategies, and timeline, for improving at least three self-selected components of health-related fitness.
    - c) Use a variety of resources, including available technology, to monitor fitness improvement.
    - d) Analyze the relationships among physical activity, calorie intake, and body composition.
    - e) Demonstrate correct form when performing physical fitness activities..
  - 8.4 The student will apply self-assessment skills to improve or maintain personal fitness.
    - a) Self-assess his/her level of physical activity and personal fitness on all

components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.

- b) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement.
- c) Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.
- d) Demonstrate the ability to calculate resting and target heart rate.
- e) Monitor heart rate before, during, and after vigorous physical activity.

9.3 The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

- a) Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan.
- b) Apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals.
- c) Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.
- d) Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan
- e) Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.

10.3 The student will demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness.

- a) Select and apply appropriate principles of training (mode, intensity, duration, frequency, progression) in a chosen game/sport, dance, recreational pursuit, or fitness activity to increase regular physical activity and/or improve performance.
- b) Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.

11/12.3 The student will achieve and maintain a health-enhancing level of physical fitness.

- a) Participate independently in health-enhancing physical fitness activities.
- b) Evaluate and adjust activity levels to meet personal fitness goals.
- c) Design and critique a personal fitness program, using available technology and resources.
- d) Identify the physical and mental benefits of physical fitness

### **Responsible Behaviors**

4. *Demonstrate responsible personal and social behaviors in physical activity*

*settings.*

This goal directs students toward responsible behaviors that lead to personal and group success in physical activity settings. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical actions, and positive social interaction. Elementary students recognize and use rules and procedures, focus on safety, realize similarities and dissimilarities, and cooperate with others. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively impact the behavior of others in physical activity settings.

- K.4 The student will use appropriate behaviors and safe practices in physical activity settings.
  - a) Demonstrate good listening skills when learning procedures and receiving instruction.
  - b) Demonstrate ability to share, and be cooperative and safe with others.
  - c) Demonstrate an understanding of general and personal space.
  
- 1.5 The student will apply, with little or no reinforcement, safe and cooperative behaviors in physical activity settings.
  - a) Work cooperatively with peers for short periods of time.
  - b) Incorporate safety rules learned in physical education.
  
- 2.4 The student will exhibit in physical activity settings cooperative, respectful, and safe behaviors.
  
- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
  - a) Demonstrate independence and good use of time while practicing physical activity.
  - b) Provide input into establishing rules and guidelines for behavior in physical activity settings.
  - c) Work cooperatively with peers.
  
- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
  - a) Work productively and respectfully with others in achieving a common group goal.
  - b) Work toward positive solutions in resolving disagreements.
  - e) Demonstrate appropriate etiquette and application of rules and procedures.
  - f) Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

- 5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities.
  - a) Work independently and with others to improve learning during physical activity.
  - b) Display appropriate cooperative and competitive behaviors.
  
- 6.4 The student will work independently and with others in physical activity settings.
  - a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
  - b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
  - c) Follow rules and safety procedures.
  - d) Use practice time to improve performance.
  
- 7.4 The student will work independently and with others in cooperative and competitive physical activity settings.
  - a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings.
  - b) Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.
  - c) Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.
  
- 8.5 The student will work independently and with others in cooperative and competitive physical activity settings.
  - a) Exhibit fair play, and act responsibly in physical activity settings.
  - b) Identify positive and negative effects of peer influence.
  - c) Exhibit respect for the unique characteristics, diverse backgrounds, and varying abilities of peers.
  
- 9.4 The student will demonstrate appropriate behaviors in all physical activity settings.
  - a) Act independently, and resist negative peer influences in physical activity settings.
  - b) Exhibit respect for the unique characteristics and abilities of peers.
  - c) Act responsibly to avoid conflict.
  
- 10.4 The student will demonstrate appropriate behavior in all physical activity settings.
  - a) Initiate and maintain appropriate personal behaviors in physical activity settings.
  - b) Exhibit leadership and the ability to follow others when working with a group.
  - c) Anticipate and avoid potentially dangerous situations in physical activity settings.
  - d) Explain the role of sport in understanding the perspectives of other cultures.
  - e) Demonstrate respect for differences among people in physical activity settings.



- 11/12.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.
- a) Evaluate and organize a safe environment for skill practice.
  - b) Demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity setting.

### **Physically Active Lifestyle**

5. *Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.*

The intent of this goal is for students to exhibit a physically active lifestyle, both in and outside of school. Students identify and pursue various out-of-school opportunities at home, in their neighborhoods, and in their communities.

The combination of these five goals lead students toward being able to engage skillfully, knowledgeably, responsibly, and vigorously in an active, healthy lifestyle.

- K.5 The student will participate in regular physical activity.
- K.6 The student will explain why physical activity is good for health.
- 1.6 The student will participate regularly in physical activities that require physical exertion and skill.
- 2.5 The student will identify opportunities outside of school to participate in regular physical activities.
- 3.5 The student will identify and participate in regular physical activities to improve skills and personal health.
- a) Select and participate in physical activities during unscheduled times at home, at school, or in the community.
  - b) Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction.
- 4.5 The student will identify opportunities to participate in regular physical activity at home, at school, and in the community.
- 5.6 The student will identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).
- 6.5 The student will identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity.
- 7.5 The student will select and participate in physical activity to produce health-related benefits.
- a) Select and set goals, and participate in and outside of school in activities

that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition.

- b) Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.

8.6 The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.

- a) Participate regularly in health-enhancing and personally rewarding physical activity during unscheduled times.
- b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

9.5 The student will participate in school and community health-enhancing physical activities that provide opportunities for challenge and social interaction.

- a) Maintain a record of daily participation in physical activities.
- b) Develop and evaluate progress toward personal physical-activity goals within and outside of physical education class.
- c) Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.

10.5 The student will analyze and evaluate the significance of physical activity to their present and future development and maintenance of a healthy lifestyle.

- a) Participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.
- b) Demonstrate an understanding of how personal characteristics, participation behavior patterns, and activity preferences are likely to change over time, and determine strategies to deal with those changes.
- c) Describe common barriers to participation in regular physical activity and methods of overcoming these barriers.

11/12.5 The student will participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.

# Glossary of Terms

## Relevant to Physical Education Standards of Learning

### A

**Active lifestyle** - A way of life valuing physical activity as an essential part of living; characterized by the integration of physical activity into daily routines and leisure pursuits.

**Aerobic** - With oxygen; term refers to energy-producing biochemical pathways in cells that use oxygen to produce energy.

**Aerobic dance** - A form of fitness training in which sustained, moderately strenuous exercise activities are performed to music that is continuous and use primarily the large muscle groups.

**Aerobic exercise** - Steady, low-intensity exercise within the target heart rate zone in which the cardiorespiratory system can supply all the oxygen the muscles need. Aerobic exercise includes activities like jogging, walking, non-competitive swimming, and pleasure cycling.

**Agility** - The ability to change and control the direction and position of the body while maintaining a constant rapid motion.

**Anaerobic** - Without oxygen; terms refers to energy producing biochemical pathways in cells that do not require oxygen to produce energy.

**Anaerobic exercise** - Physical exercise performed in short, fast bursts in which the respiratory and circulatory systems cannot supply oxygen to the muscles as fast as the cells use it. Examples of anaerobic exercises are the 100- meter dash, 50-meter breaststroke, and a competitive full-court basketball game.

**Anatomy** - The study of the structure of the human body.

**Appropriate competitive behavior** - Striving for improvement while respecting and remaining sensitive to the social, emotional, and physical needs and ability levels of all participants.

**Assessment** - The process of testing and evaluating students to determine progress towards goals or standards.

**Authentic assessment** - Assessment done in a “real- life” setting (e.g., observing a skill in context of the game in which it is used); a performance-based approach that checks the performance against a predetermined rating scale (rubric).

### B

**Balance** - The ability to assume and maintain a state of equilibrium while remaining stationary (static balance) or moving (dynamic balance). Balance is maintained by keeping the center of gravity over the base of support.

**Ballet** - A classical dance form based on centuries of tradition that reflects a theme or tells a story.

**Ballistic stretch** - Exercises that involve quick up-and-down bobbing movements that are held briefly.

**Ballroom dancing** - Partner dancing with basic steps and patterns (e.g., waltz, foxtrot, swing, salsa, cha cha, tango, merengue); partners can move about the dance floor with no relationship to each other (recreational form) or in precise, choreographed steps (professional form).

**Base of support** - The part on which the body or its parts rests.

**Benchmark** - Grade level or course-specific expectation for students, which marks progress toward achievement of a standard.

**Biomechanics** - The study of the principles of physics applied to human motion.

**Body management skills** - The ability to keep the body under control and in balance when moving, standing still, or lifting the body into the air and landing.

### C

**Cardiorespiratory endurance (aerobic capacity)** - The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

**Cardiorespiratory system** - Composed of the heart, blood vessels, and respiratory system.

**Cardiovascular disease** - A group of diseases of the heart and blood vessels.

**Cardiovascular system** - A body system that consists of the heart, blood vessels, and blood.

**Catching** - The use of one or two hands to stop and control an object that has been thrown or hit into the air or onto the ground; a skill theme.

**Center of gravity** - The weight center of the body; the point around which the body weight is equally

distributed.

**Chasing** - Traveling quickly to overtake or tag a fleeing person.

**Circuit training** - An exercise program in which one moves around a prescribed course, stopping at each station to perform a specified exercise.

**Competence** - The development of sufficient ability to enjoy participation in physical activities and establishment of a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities

**Complex skills** - Combinations of a number of simple skills (e.g., juggling, lay-up, triple jump).

**Concentric muscle contraction** - The contraction and shortening of a muscle that results in the movement of bones and joints; positive work.

**Conditioning** - Engaging in regular physical activity of exercise that results in an improved state of physical fitness

**Constructive feedback** - Specific information given about an individual's performance.

**Continuity** - One movement following another in succession without a break in the action.

**Cool-down** - A five to fifteen minute period of low intensity exercise that immediately follows the primary conditioning period (sometimes called a warm-down).

**Cooling down** - Slow reduction of the workout level after hard exercise.

**Cooperation** - Working together to achieve a goal in which success depends on combined effort.

**Cooperative game** - An activity that stresses one or more elements of cooperative behavior.

**Cooperative learning** - A process in which children work together to determine the one answer to learning the activity.

**Coordination** - The ability to synchronize, or combine at the same time, movements of several parts of the body.

**Country Western dance** - A dance form that resulted from cowboy's spontaneous adaptations of traditional dance movements brought to the Old West by various immigrant populations.

**Creative dance** - The expression of inventiveness of a movement.

**Creative games** - Games invented by students.

**Creative movement process** - A combination of cognition and psychomotor skills in sequential movements that involve perceiving stimulus, exploring, selecting, combining, refining, and performing.

**Critical skill elements** - Key components of a skill that form the basis of the learning cues.

**Cross training** - The combination of two or more types of exercise in one workout or using different exercises alternately in successive workouts.

**Curl** - An action that flexes or bends the body or its parts.

## D

**Direction** - The ways the body can move in space (e.g., forward, backward, right, left, up, down, clockwise, counterclockwise).

**Distress** - Stress brought on by negative things (e.g., fear, anger, or confusion).

**Dodging** - Quickly maneuvering the body in a direction other than the original line of movement through the use of quick fakes, and twisting and stretching moves; keeping away from a moving person or object.

**Drag** - A force that acts to slow the motion of a moving body.

**Dribble** - A means of moving an object with a series of short taps with a body part (hand, foot) or a long-handled implement (hockey stick).

**Dynamic balance** - Maintaining an on-balance position while moving, starting, and stopping (e.g., jumping and landing, throwing and catching).

**Dynamic game** - Movement experiences designed to teach the use of basic skills, combinations of skills, and simple offensive and defensive strategies in a changing environment.

**Dynamic stretching** - Stretching done in a continuous, slow, and controlled manner.

## E

**Eccentric muscle contraction** - A muscle's slow release of a contraction as it becomes longer; negative work.

**Educational gymnastics** - An approach to teaching gymnastics in which students are challenged to discover ways to solve teacher-generated tasks according to their own abilities. Foundational skills

include rolling (weight transfer over adjacent body parts as in a forward roll); step- like actions (weight transfer using nonadjacent body parts as in a cartwheel); flight (weight transfer involving loss of contact with a supporting surface as in a jump); and balance (maintaining stillness over the smallest base possible as in a handstand).

**Efficient movement** - The skill performance of tasks that permits desired results to be obtained with the least strain and a minimal expenditure of energy.

**Effort** - In movement concepts, this refers to how the body moves and applying the concepts of time (fast, slow), force (strong, light), and flow (bound, free) to specific movement situations.

**Elements of movement** - What the body does, how the body moves, and where the body moves, alone and in relation to objects and people.

**Endurance** - The ability to perform continuous activity and to resist fatigue.

**Equilibrium** - A state involving a balance of all acting forces.

**Ethnic dance** - Traditional dances of other countries that reflect the country's original customs, rituals, and aspects of the daily lives of the common people who brought the dances to America.

**Etiquette** - A set of good manners and behaviors that is followed during participation in sport activities.

**Eustress** - Stress brought on by positive things.

**Exercise** - Planned, structured, and repetitive physical activity that results in the improvement of or maintenance of personal fitness.

**Exercise physiology** - The science that focuses on the effects of exercise and physical activity on the human body.

**Exercise prescription** - A personalized amount of exercise that promotes physical fitness.

## F

**Fair play** - Participating with integrity and with respect for teammates, opponents, officials, and rules.

**Feedback** - Information given about an individual's performance.

**Fine-motor** - Ability to perform efficiently small movements such as those required for playing jacks, juggling, writing, and keyboarding.

**F.I.T.T.** - The three ways to achieve overload in a physical fitness program – frequency, intensity, time; and type; a level of physical conditioning that is desirable and obtainable by everyone.

**Fitness** - The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

**Fleeing** - Traveling quickly away from a pursuing person or object.

**Flexibility** - The range of motion in a joint during movement.

**Flow** - The ability to combine movements smoothly.

**Folk dance** - Dance patterns of past cultures.

**Force** - The degree of effort or tension involved in a movement; something that causes a body to move or to change or stop its motion.

**Free weights** - Objects of varying weights that can be moved without restriction and used for weight lifting (e.g., barbells, dumbbells).

**Frequency of exercise** - The number of times per week that one intends to exercise.

**Friction** - A force that resists movement between two surfaces that are touching one another.

**Fundamental motor pattern** - The combination of critical motor skill elements for skillful execution of that skill.

**Fundamental motor skill** - Locomotor, nonlocomotor, and manipulative skills that form the foundation upon which other skills will be learned.

## G

**Gallop** - A sliding movement performed in a forward direction.

**Game strategy** - A plan to help a player or team know what to do and when to do it in game situations in order to achieve a goal.

**General space** - The area that is available for movement, defined by imposed or natural boundaries.

**Goal** - Something a person wants to achieve; may be short-term, intermediate, or longterm.

**Gravity** - A force that pulls things toward the center of the earth.

**Gross-motor coordination** - Movement and coordination of the large muscles of the body, mostly through locomotor activities. Gross- motor coordination n develops prior to fine-motor

coordination.

**Guided discovery** - A teaching method in which students are led to discover correct responses to a series of teacher-generated questions, activities, or challenges.

## H

**Health-related fitness** - Physical fitness primarily associated with disease prevention and functional health. Health-related fitness has five components; cardiorespiratory fitness, body composition, flexibility, muscular strength, and muscular endurance.

**Health risk factors** - Those factors associated with disease, disability, and premature death.

**Heart rate** - The number of times the heart beats per minute.

**High-impact aerobics** - Aerobic dance that includes jumping, bouncing, and running.

**Hop** - A locomotor movement in which the performer takes off on one foot and lands on the same foot.

## I

**Imagery** - Visualizing a skill to improve performance.

**Individualizing differences** - Adapting a program to fit an individual's starting and developmental needs.

**Inertia** - The property of all matter that causes it to remain in a state of rest if at rest, or, if moving, to continue moving in a straight line at a constant speed, unless acted upon by a force.

**Intensity** - In a personal fitness prescription, the degree of vigor or the amount of effort expended during activity. In music, the loudness or softness of an accompaniment.

**International folk dance** - Ethnic/world/multi-cultural/national dances that include traditional steps and music of the country of origin and reflect the traditions, rituals, and lifestyles of the people.

**Interpretive/Modern dance** - A form of dance that breaks away from the rigid, codified, technical forms of ballet and encourages personal expression, improvisation, and extemporaneous movements.

**Inverted balance** - A balance in which the legs and feet are in the air.

**Interval training** - Alternating higher- intensity physical activities or exercises with rest periods.

**Isokinetic exercise** - An exercise done with special machines that allow for maximum resistance over the complete range of motion.

**Isometric exercise** - A contraction of the muscles that involves a push, pull, or twist against an unmovable object.

**Isotonic exercise** - A contraction of the muscles that involves both a shortening or lengthening of the muscle fibers.

## J

**Jump** - A locomotor movement in which the performer takes off on one or both feet and lands on two feet.

## K

**Kicking** - Striking a moving or stationary ball with the top, inside, or outside of the foot.

**Kinesiology** - The study of human movement from an anatomical and/or mechanical perspective.

**Kinesthetic** - A sense of location and place of body parts in body movements; knowing how it feels to perform a skill correctly.

**Kinesthetic learning** - Learning a new skill or technique by physically doing it.

## L

**Lead-up game** - A game with some of the skills, rules, and game elements of a team sport.

**Leap** - A locomotor skill in which the performer takes off from one foot and lands on the opposite foot.

**Learning styles** - The different ways people learn best.

**Least restrictive environment** - The environment in which a student can participate successfully and safely in as near a normal setting as possible.

**Leisure activity** - A physical activity, sport, or other experience that people participate in during their free time.

**Level** - Position of the body or its parts in relation to the floor, a person, or piece of equipment or apparatus.

**Lifestyle** - Daily choices one makes in regards to food choice, eating, and activities.

**Lifetime activity** - A physical activity, exercise, or sport that a person can participate in for long periods of time (years to decades).

**Line dance** - Dance of American origin performed to contemporary music in lines or scattered in general space without partners.

**Locomotor skill** - An element of movement; movement from place to place, such as walking, running, hopping, jumping, leaping, skipping, climbing, galloping, rolling, and sliding.

**Low-impact aerobics** - Aerobic dance that includes vigorous arm movements while keeping one foot in contact with the ground at all times.

**Low organized games** - Games that have simple rules and require little or no equipment or game strategies to play.

## **M**

**Mainstreaming** - Placing a disabled student in the least restrictive learning environment.

**Manipulative skill** - A movement done to or with objects such as throwing a beanbag; striking a soccer ball, softball, basketball, or shuttlecock; or catching a frisbee or football.

**Maximum heart rate** - The heart rate that should not be exceeded during exercise; found by subtracting one's age from 220.

**Mechanical principle** - A law of science that applies to movement (e.g., Newton's Laws of Motion).

**Mental practice** - Practice within the mind that uses the imagination to visualize movement activities.

**Mimetic movements** - Movements that imitate sport skills (e.g., striking, lifting, passing).

**Mode** - The type of activity or exercise a person can do.

**Modified versions of games/sports** - Activities in which rules, equipment used, number of players involved, playing area, and/or skills used have been changed in order to maximize learning/practice time.

**Motor learning** - Addresses the development of the locomotor, nonlocomotor, and manipulative skills. It also includes the concepts and principles related to the development and application of these skills, the understanding of the game design concept which uses many of these skills, and the ability of students to learn how to practice these skills on their own.

**Motor skill** - Any muscular activity, under voluntary control of the brain that is directed toward a specific objective.

**Movement challenge** - A movement problem posed that involves problem solving with a focus on the movement content.

**Movement combinations** - The arrangement of a series of motor movements into a sequence.

**Movement concepts** - The elements important in the study of human movement: body awareness, space, and qualities of movement, including force, balance, time, and flow.

**Movement education** - A student-centered approach to learning designed to help students develop an understanding of themselves as movers, the space in which to move, and the factors affecting efficient movement.

**Multiple set method** - A weight training strength program that uses the same amount of weight for each set until the person is fatigued.

**Muscular endurance** - The ability to meet the demands of long periods of exercising the muscles without excessive fatigue.

**Muscular strength** - The ability to produce force at high levels over a short time.

**Muscular system** - A body system in which there are three types of muscles – skeletal, smooth, and cardiac.

## **N**

**Negative workout method** - A weight-training strength program that uses very heavy weights at the end of a prescribed number of sets and repetitions.

**Nonlocomotor skill (Non-manipulative skill)** - An element of movement; movement that does not involve locomotion, such as bending, curling, holding, lifting, pulling, pushing, stretching, swinging, twisting, and turning. (Nonlocomotor and non-manipulative are used interchangeably throughout this document.)

## **O**

**Open space** - An area of the field or court that is free of another player.

**Overhand throw** - An object thrown above the level of the shoulder.

**Overload principle** - A basic principle of physical conditioning. According to the overload principle, in order to improve physical fitness, the body or specific muscles must be stressed.

For example, for a skeletal muscle to increase in strength, the muscle must work against a heavier load

than normal.

**Overtraining** - Exercising too much or being too active; overtraining may lead to overuse injuries.

**P**

**Pathways** - Routes of movement in space: straight, curved, zigzag or combinations of the three.

**Performance assessment** - Any type of assessment in which students create a response to a question. Examples include: short answer questions, essays, performances, oral presentations, demonstrations, exhibitions, or portfolios.

**Perceptual-motor skills** - Skills that indicate effective execution of movements dependent upon the establishment and refinement of sensory processes (kinesthetic, visual, auditory, or tactile) and motor activity. Perceptual motor skills depend upon the reception, interpretation, and response to either internal or external stimuli.

**Personal activity log** - A journal that is used to record a student's activity patterns and establish activity goals.

**Personal fitness** - The result of a way of life that includes living an active lifestyle, maintaining good or better levels of physical fitness, consuming a healthy diet, and practicing good health behaviors throughout life.

**Personal fitness prescription** - An exercise or physical activity plan that includes frequency, intensity, time/duration, mode, and other factors.

**Physical education** - Planned, sequential instruction that develops basic movement and sport skills, and promotes physical activity and fitness.

**Physical fitness** - A level of individual physical ability that allows a person to perform daily physical tasks effectively with enough energy reserves for recreational activities or unexpected physical challenges.

**Physically active lifestyle** - A way of living that regularly includes physical activity such as walking, climbing stairs, or participating in recreational games or sports.

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

**Physiology** - A branch of science concerned with the functions of the body.

**Plyometric training** - Exercises that use bounding and jumping movements to increase a person's ability to develop the force needed in explosive movements more quickly.

**Portfolio** - A collection of student-prompted and unprompted work within the classroom, as well as the reflections of students, teachers, and others on this work. The folder may include standards' tasks or those self-selected, a variety of assessment results, or other information. The intent is to portray both the current level of the student and the progress of the student over time.

**Power** - The ability to move your body parts swiftly while at the same time applying the maximum force of your muscles.

**Practice** - The repetition of an action regularly to improve performance of a skill.

**Principle of progression** - A principle of training which dictates that overload should be increased gradually

**Principle of specificity** - The principle that the exercise training effect is specific to those muscles involved in the activity.

**Proficient** - Being able to perform an age-appropriate motor skill or combination of motor skills on an advanced level successfully.

**Progression** - Gradual increase in exercise or activity over a period of time in order to overload the muscle.

**Pyramid training** - A weight-training strength program for the large muscle groups that starts by using light weights during the first set and then increases the amount of weight and decreases the number of repetitions with each following set.

**Pulling** - Directing a force or object toward the body or base of support.

**Pulse** - The regular contracting and relaxing of the walls of the arteries caused by contraction of the heart.

**Punching** - Striking an object with the fist.

**Punt** - A kick performed by dropping the ball and contacting it on the top part of the foot before it hits the



ground.

**Pushing**- Directing a force or object away from the body or base of support.

## Q

**Qualities of movement** - Factors affecting efficient movement, such as, force, speed, time, and flow. P

## R

**Reaction time** - The time it takes to respond to what a person can hear, see, or feel.

**Ready position** - A body position in which the weight is on the balls of the feet that allows the person to easily move in any direction in reaction to ball or player movement.

**Recovery heart rate** - The heart rate 10 minutes after vigorous exercise.

**Refining** - Those phases of learning in which skills are mastered and concepts well understood; ends in habituation of motor skills.

**Regularity** - Engaging in activity on a routine schedule.

**Relationship** - In movement concepts, this refers to with whom and/or what the body relates, the position of the performer to the apparatus or other performers (e.g., above/below, leading/following, symmetrical/asymmetrical).

**Repetition** - A single performance of a movement or exercise.

**Resistance** - The amount of weight that is lifted in strength training.

**Respiratory system** - The system of the body which involves breathing air in and supplying oxygen to the body via the blood.

**Resting heart rate** - The number of heart beats per minute when a person is at rest.

**Rhythmic activities** - Locomotor or nonlocomotor movements performed to a musical or nonmusical beat or tempo and may include the use of manipulatives (e.g., balls, scarves, hoops, rhythm sticks, streamers).

**Rhythmic skill** - A motor movement that is performed to a beat (music, song, or rhyme).

**Rolling** - A movement made by turning around the horizontal axis of the body.

**Rotation** - The turning of a body part about its long axis.

**Rubric** - A scale of criteria that explains in detail the possible levels of performance for a task.

**Run** - A transfer of weight from one foot to the other with a momentary loss of contact with the floor or ground by both feet, similar to walking except for a longer stride.

## S

**Self-space** - The area of space the body occupies and that space within the body's natural extensions; personal space.

**Sets** - Number of groups of repetitions in which a resistance exercise is done.

**Shapes** - The relationships of body parts (e.g., round, narrow, wide, twisted, symmetrical, asymmetrical).

**Sidearm throw** - An object thrown by extending the arm to the side and parallel to the ground.

**Skill game** - A game in which the primary purpose is the practice of a motor skill.

**Skill-related fitness** - The parts of fitness needed to perform successfully during games and sports; also called performance fitness. Skill-related fitness has six components: agility, balance, coordination, power, speed, and reaction time.

**Skill themes** - All the basic skills needed to participate in sports, recreational, and rhythmic activities.

**Skip** - A step-hop combination executed in an uneven rhythm alternating the lead foot.

**Slide** - A step sideways with one foot, then a pull or drag of the other foot beside it (step-close, step-close).

**Social dance** - Ballroom dance (e.g., fox trot, waltz, cha-cha, swing, salsa, etc.) in which the partners may maintain contact and follow set patterns and rhythms.

**Spatial awareness** - An element of movement; being aware of personal and general space, directions, pathways, levels, and planes.

**Specificity** - Exercising a specific part of the body.

**Speed** - The ability to move the body or parts of the body at different rates (e.g., fast, slow, speeding up, slowing down); the time it takes to move a specific distance.

**Split workout** - A weight-training workout schedule in which a person does not work each muscle group at each workout session but, instead, exercises one-half of the body at each session.

**Sport-like behavior** - Conduct becoming a sportsperson, including respecting rules and authority, playing fair, working with others in a group, being a good competitor, and accepting winning and losing in

a socially acceptable manner.

**Sport-specific motor skills** - Motor skills specific to a particular activity, such as square dance – do-si-do; soccer – heading; aquatics – front crawl; basketball – chest pass.

**Square dance** - Dances of American origin executed in a four-couple set.

**Static balance** - Maintaining balance while stationary.

**Static stretching** - A gradual, slow stretch held for a short time (10-60 seconds).

**Step-like actions** - Actions that involve weight transfer onto and off of body parts that are not directly connected (e.g., running, hopping, jumping, cartwheel, round-off).

**Stress** - The physical or psychological responses of the body that occur as a result of adapting or coping with positive or negative situations.

**Stressor** - An event, situation, or activity that causes stress.

**Stretching** - An extension of the body's joints.

**Striking** - Hitting an object with body parts (head, hands, feet, arms, knees), long-handled implements (bats, golf clubs, hockey sticks), or short-handled implements (rackets, paddles); a skill theme.

**Striking skills** - Kicking, punting, dribbling, volleying, batting, and swinging a racquet, club, or stick.

**Standard** - Broad goals for student learning that describe what students should know and be able to do in a specific content area.

**Swing** - A smooth, rhythmic, circular or pendulum movement of the arms, legs, upper body, head, or body as a whole around a stationary center.

## T

**Tapping** - Pushing a ball upward with one hand or foot.

**Target heart rate (THR)** - Range of high and low heart beats per minute while exercising; between 60 and 90 percent of the difference between resting heart rate and maximum heart rate.

**Target heart rate zone** - The recommended intensity for aerobic conditioning; estimated to be between 60 and 90 percent of one's predicted maximum heart rate.

**Task cards** - Instructions or challenges written on cards.

**Teaching cue** - A short phrase that calls the students' attention to the key components of a skill.

**Teamwork** - The ability of all people in a group to work together cooperatively to reach a goal.

**Tempo** - The rate of speed of music or movement.

**Throwing** - The use of one or two arms to move an object through the air or on the ground in an overhand, sidearm, or underhand motion; a skill theme.

**Time** - Speed at which a movement is performed; how long a person exercises.

**Tracking** - The ability to follow a moving object and judge its speed and distance.

**Transfer of learning** - The effect previous learning and motor experiences has on the new learning of motor skills. In positive transfer of learning, old learning facilitates new learning (e.g., passing ahead of the receiver in flag football and field hockey). In negative transfer of learning, old learning interferes with new learning (e.g., learning badminton, which requires a flexible wrist after learning tennis, which requires a firm wrist).

**Transfer of weight** - Changing the center of gravity beyond its base of support creates movement (rolling, locomotor skills) and/or generates force (hitting a baseball or golf ball, throwing a ball).

**Traveling** - Moving in a variety of directions by transferring weight from one body part to another (walking, running, leaping, jumping, hopping, skipping, sliding, galloping).

**Turning** - A partial or total rotation of the body with a shift in the base of support that causes a change in the direction of the motion.

**Twisting** - A movement in which one part of the body is held stationary and the rest of the body is turned away from the fixed position (e.g., twisting the trunk to the side and back).

## U

**Underhand throw** - An object thrown from below the shoulder and elbow.

## V

**Volleying** - Hitting an object with a variety of body parts (hands, arms, head, feet, knees) or hitting a ball with a short-handled implement before it bounces.

## W

**Walk** - A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.

**Warm-up** - A brief (5 to 15 min.) period of exercise that precedes the workout. The purpose of the warm-up is to elevate muscle temperature and increase blood flow to those muscles that will be engaged in the workout.

**Weight machines** - A system of cables and pulleys designed for the movement of weights as used in weight training exercises.

**Weight training** - A conditioning program that uses weights or other resistance equipment to help increase muscular strength, endurance, and power and to tone the body.

**Weight training circuit** - A specific sequence of weight-training exercises.

**Weight transfer** - Shifting the body weight within or beyond its base of support and returning to a balanced state.

**Wellness** - The attainment and maintenance of moderate to high levels of physical, intellectual, emotional, spiritual, and social fitness.

Adapted from the **Physical Education Standards of Learning Technical Assistance Guide**.  
<http://www.pen.k12.va.us/VDOE/Instruction/PE/PE-TAG-Final.pdf>

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