

## PHYSICAL EDUCATION FRAMEWORK

### Results of Quality Daily Physical Education

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

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

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

## **Quality Daily Physical Education**

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

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

### **Elementary**

- Provide daily physical education for all students.
- Recommended maximum class size of thirty-three students per class for a minimum of thirty minutes per day.
- Actively engage students for a minimum of sixty percent of the class period.
- Implement the *2005 Mississippi Physical Education Framework* in daily lessons.
- Require daily lesson plans with objectives and procedures.
- Administer a minimum of two fitness tests per year.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for each physical education class.

## **Middle School**

- Require daily physical education for all students.
- Recommended minimum of one hundred fifty minutes per week.
- Recommended maximum class size of thirty-three students per class.
- Actively engage students using the lesson's primary objectives for a minimum of sixty percent of the class period.
- Implement the *2005 Mississippi Physical Education Framework* in daily lessons.
- Require daily lesson plans with objectives and procedures.
- Administer a minimum of two fitness test per year.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.
- Require physical education classes not designated for practice time or workout time for athletics.
- Conduct all classes without mixing grade levels.

## **Secondary**

- Require a minimum of two semesters of physical education for graduation (with a focus on fitness related activities and lifetime activities which encourage a physically active lifestyle).
- Provide options for the students to take elective courses in physical education that emphasize lifetime and fitness activities which does not include varsity athletic practice.

- Recommended maximum class size of thirty-three students per class.
- Actively engage students using the lesson's primary objectives for a minimum of sixty percent of the class period.
- Implement the *2005 Mississippi Physical Education Framework* in daily lessons.
- Require daily lesson plans with objectives and procedures.
- Administer a minimum of two fitness tests per year.
- Require a minimum of fifty-minute class periods.
- Require daily physical education for all students.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for each physical education class.

## **Philosophy**

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

## **Mission Statement**

This framework was designed for Mississippi educators who teach physical education in the public schools. It was developed as a model to provide consistency for physical education programs in the state. The *2005 Mississippi Physical Education Framework* uses terminology and a format consistent with other curriculum frameworks. It is flexible enough to allow opportunities for creativity by individual teachers.

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

- Participate regularly in physical activity;
- Know the implications of and the benefits derived from involvement in physical activities;
- Value physical activity and its contributions to a healthy lifestyle;
- Are physically fit; and

- Have learned skills and acquired knowledge necessary to perform a variety of physical activities.

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

## **Competencies**

A physically educated person:

- Demonstrates competency in many movement forms and proficiency in some movement forms.
- Applies movement concepts and principles to the learning and development of motor skills and the physiology of motor performance.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness.

- Demonstrates understanding and respect for differences among people in physical activity settings.
- Demonstrates responsible personal and social behavior in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, social interactions, and sports participation.
- Applies rules, strategies, techniques, and safety measures in a variety of psychomotor activities.

### **Suggested Teaching Objectives**

Each suggested teaching objective is a direct reflection of the competencies of the framework. The objectives are the means for achieving the competencies at each grade level listed in this framework.

### **Suggested Teaching Strategies**

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

### **Suggested Assessment Methodologies**

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

## **Assessment Methods for Physical Education**

- 1 Observation (Teacher, Peer, Parent)
- 2 Skill Tests
- 3 Fitness Testing
- 4 Checklists
- 5 Written tests - knowledge
- 6 Knowledge Based Written Assignments
- 7 Activity logs
- 8 Student Journals
- 9 Parent Reports
- 10 Student Contracts
- 11 Interviews
- 12 Self Assessments (Task Sheets)
- 13 Peer Assessments (Task Sheets)
- 14 Role Playing
- 15 Other

## **2005 Mississippi Physical Education Framework Overview**

### Grades K-12

All grades will stress fitness and its potential relationship to current and future wellness of students. A fitness test shall be given twice per year to each student.

The variety of what can be offered by each school district will be dictated by the schools' facilities, equipment, and faculty expertise.

## Grades Kindergarten – Five

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

## Grades Six – Eight

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

## Grade Nine

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

## Grades Ten – Twelve

Grades ten through twelve are dedicated to the development of achieving competency in more complex versions of various movement forms and proficiency in a few movement forms. The focus of this instruction should be on individual/dual sports, team

sports, physical fitness and activities which encourage a physically active lifestyle. Students will be given the options from course offerings dictated by student interest and staff expertise. It is recommended students take one credit of physical education yearly. Each course offered should be no longer than one full semester and not shorter than nine weeks.

## General Categories of Selective Courses

The following list is not meant to be all-inclusive.

Team Sports	Individual/Dual Sports	Lifetime Activities	Fitness
Basketball	Tennis	Canoeing	weight training
Softball	Pickelball	Hunter Safety	Aerobics
Volleyball	Badminton	Biking	Conditioning
Ultimate Frisbee	Golf	Walking/running	Yoga
Soccer	Bowling	Rollerblading	
Team Handball	Table Tennis	Dance	
Field Hockey	Track and Field	Water Sport	
Speed-ball	Gymnastics	Swimming	
Flag Football	Fencing	Martial Arts	
	Frisbee Golf		

### Content Strands:

GM = Gross Motor Skills Development

FM = Fine Motor skills Development

S = Social Skills

P = Personal Skills

C = Cognitive development

F = Fitness

L = Lifelong participation/learning

APE = Adapted Physical Education

## Physical Education

### COMPETENCIES and Suggested Objective(s)

#### Kindergarten

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.**
  - a. Develop fundamental locomotor and nonlocomotor skill at the introductory level.
  - b. Develop manipulative skills at the introductory level.
  
- 2. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Be aware of body parts and movement of body parts to the learning of motor skills
  - b. Demonstrate awareness of immediate surroundings using a variety of motor skills while transferring weight in various directions and pathways.
  - c. Demonstrate rhythmic movements, timing, and following a beat at an introductory level.
  
- 3. The student exhibits a physically active lifestyle.**
  - a. Regularly participate in physical activities individually and as a group
  
- 4. The student achieves and maintains a health-enhancing level of physical fitness.**
  - a. Vigorously participate in physical activity for a sustained amount of time.
  - b. Recognize the change in heart rate and respiration as a result of physical activity.

5. **The student demonstrates responsible personal and social behavior in physical activity settings.**
  - a. Follow rules, procedures and safety practices with little reinforcement of the teacher.
  - b. Follow directions and work cooperatively with others during physical activity.
  - c. Respect supplies and equipment
  
6. **The student demonstrates understanding and respect for differences among people in physical activity settings.**
  - a. Play with and respect others during physical activity
  
7. **The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**
  - a. Express a positive outlook about physical activity and enjoy interaction with others.
  - b. Experience different activities and skills individually and while working with others.

Grade Level: Kindergarten

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment

Content Strands:

GM= Gross Motor Skills Development

FM = Fine Motor skills Development

S = Social Skills

P = Personal Skills

C = Cognitive development

F = Fitness

L = Lifelong participation/learning

## **Physical Education**

### **First Grade**

#### **COMPETENCIES and Suggested Objective(s)**

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.**
  - a. Develop fundamental locomotor and nonlocomotor skills at the basic level.
  - b. Develop manipulative skills at the introductory level
  
- 2. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Identify body parts and movement of body parts during performance of motor skills.
  - b. Identify and apply fundamental locomotor and nonlocomotor skills in reaction to their active surroundings.
  - c. Display manipulative skills at the introductory level through a variety of activities.
  
- 3. The student exhibits a physically active lifestyle.**
  - a. Recognize and understand the positive effects physical activity has on the body.
  - b. Apply activities learned during physical education outside of school.
  
- 4. The student achieves and maintains a health-enhancing level of physical fitness.**

- a. Identify changes in the body that occur at different levels of physical activity.
- b. Participate in basic exercises and physical activities with moderate efficiency.
- c. Engage regularly in moderate to vigorous physical activity, emphasizing muscular strength, flexibility and cardiovascular endurance.

**5. The student demonstrates responsible personal and social behavior in physical activity settings.**

- a. Apply rules, procedures and safety practices while recognizing inappropriate behavior.
- b. Work independently on tasks for a short period of time.

**6. The student demonstrates understanding and respect for differences among people in physical activity settings.**

- a. Participate and cooperate with others during physical activities in a socially acceptable way.
- b. Respect the physical and performance differences of others.
- c. Treat others with respect when resolving conflicts.

**7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

- a. Recognize the feelings resulting from challenges, successes and failures in physical activity.
- b. Continue a positive outlook while encouraging peers in a physically active environment.
- c. Willingness to try new activities.

Grade Level: First Grade

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

Content Strands:

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## **Physical Education**

### **COMPETENCIES and Suggested Objective(s)**

#### **Second Grade**

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.**
  - a. Demonstrate nonlocomotor movements with proficiency.
  - b. Demonstrate locomotor movements at the intermediate level.
  - c. Demonstrate manipulative movements at the basic level.
  
- 2. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Identify the critical elements of basic locomotor and manipulative skills at an intermediate level.
  - b. Apply movement concepts and principles to a variety of basic skills.
  - c. Applies instructor's feedback to improve performance
  
- 3. The student exhibits a physically active lifestyle.**
  - a. Engage in moderate to vigorous activities outside of class, such as bike riding, swimming, etc..
  - b. Recognize the value of regularly participating in a wide variety of physical activities that promote a healthy lifestyle.

**4. The student achieves and maintains a health-enhancing level of physical fitness.**

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

**5. The student demonstrates responsible personal and social behavior in physical activity settings.**

- a. Apply rules, procedures and safe practices with little or no reinforcement.
- b. Work independently on task for short periods of time.
- c. Works cooperatively with a partner or group and recognizes the enjoyment of shared play.

**6. The student demonstrates understanding and respect for differences among people in physical activity settings.**

- a. Recognize the attributes that individuals with differences can contribute to group activities.
- b. Recognize and experience physical activities from other cultures.
- c. Demonstrate cooperation while participating in physical activity with others.

**7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

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

Grade Level: Second Grade

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

Content Strands:

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## **Physical Education**

### **COMPETENCIES and Suggested Objective(s)**

#### **Third Grade**

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.**
  - a. Begin to use locomotor and nonlocomotor skills to rhythmic activities.
  - b. Demonstrate an intermediate form of manipulative skills.
  - c. Perform fundamental movement skills during various physical activities.
- 2. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Adapt movements of the body according to particular obstacles.
  - b. Apply manipulative skills to accomplish the objective of the activity.
- 3. The student exhibits a physically active lifestyle.**
  - a. Engage in moderate to vigorous physical activities.
  - b. Explain the importance of a physically active lifestyle.
- 4. The student achieves and maintains a health-enhancing level of physical fitness.**
  - a. Maintain aerobic physical activity for a specific time frame.

- b. Identify the importance of leading a healthy lifestyle.
  - c. Associate specific physical activities with the components of health-related fitness.
- 5. The student demonstrates responsible personal and social behavior in physical activity settings.**
- a. Apply rules, procedures and safety principles to any type of physical activity.
  - b. See the importance of cooperation and respect for other students while participating in a physical activity.
  - c. Works with others to obtain the common goal of the activity.
- 6. The student demonstrates understanding and respect for differences among people in physical activity settings.**
- a. Appreciate the limitations and abilities of themselves and others through physical activity.
  - b. Engage in activity with others and reflect a positive attitude toward all students and faculty regardless of their difference.
- 7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**
- a. Associate positive feelings toward physical education as a result of continued involvement in physical activities.
  - b. Assist one another to achieve success in all physical activities.

Grade Level: Third Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment

Content Strands:

GM= Gross Motor Skills Development

FM = Fine Motor skills Development

S = Social Skills

P = Personal Skills

C = Cognitive development

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## **Physical Education**

### **Fourth Grade**

#### **COMPETENCIES and Suggested Objective(s)**

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.**
  - a. Use fundamental movement skills to perform rhythmic activities.
  - b. Perform fundamental movement skills during lead-up physical activities individually and in group situations.
- 2. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Apply specific direction and force to manipulative skills.
  - b. Incorporate offensive and defensive strategies in intermediate forms of group activities.
- 3. The student exhibits a physically active lifestyle.**
  - a. Participate regularly in a variety of physical activities during physical education.
  - b. Maintain participation in physical activity settings outside of the school setting.
  - d. Identify benefits derived from physical activities.

- 4. The student achieves and maintains a health-enhancing level of physical fitness.**
  - a. Participate in moderate to vigorous physical activities on a daily basis.
  - b. Meet health related fitness standards as defined by fitness testing.
  
- 5. The student demonstrates responsible personal and social behavior in physical activity settings.**
  - a. Work cooperatively and productively with a partner or in a group setting.
  - b. Accepts and responds to winning and losing with dignity and understanding.
  
- 6. The student demonstrates understanding and respect for differences among people in physical activity settings.**
  - a. Be aware of the feelings of others and the importance of being supportive of teammates/classmates.
  - b. Appreciate differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic backgrounds.
  
- 7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**
  - a. Participates in various activities with enthusiasm and willingness.
  - b. Use physical activity as a means of self-expression.
  - c. Demonstrates positive social interaction in a variety of challenging lifetime activities.

Grade Level: Fourth Grade

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

Content Strands:

GM= Gross Motor Skills Development

FM = Fine Motor skills Development

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F = Fitness

L = Lifelong participation/learning

## Physical Education

### COMPETENCIES and Suggested Objective(s)

#### Fifth Grade

1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.
  - a. Demonstrates in a mature form all locomotor and nonlocomotor skills on a lead-up game situation.
  - b. Exhibits basic skills such as jump roping, moving to a beat, and catching and throwing in a game-like situation.
  - c. Illustrates a rhythmic pattern consisting of locomotor, nonlocomotor, and manipulative skills in a smooth, flowing sequence.
  
- 3. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Recognizes the critical elements that would enhance performance in a specialized skill by a peer and provides feedback to that peer.
  - b. Identifies basic techniques and reasons for using them.
  - c. Describes concepts that impact the quality of encouraging proper practices.
  
- 3. The student exhibits a physically active lifestyle.**
  - a. Practices personal interests and capabilities in regard to

participation in physical activities in schools and communities.

- b. Match different types of physical activity to health-related fitness components.
- c. Consciously practices physical activities that will prevent a sedentary lifestyle.

**4. The student achieves and maintains a health-enhancing level of physical fitness.**

- a. Demonstrates several activities related to each component of fitness (cardiovascular endurance, muscle strength and endurance, flexibility and body composition).
- b. Monitor individual health-related fitness achievements.
- c. Participates in health-enhancing activities while applying results of fitness tests to personal health status.

**5. The student demonstrates responsible personal and social behavior in physical activity settings.**

- a. Recognizes and follows rules, procedures and etiquette.
- b. Shows ownership in decision-making of specific activities
- c. Accepts responsibility of safety of individual safety and safety of others.

**6. The student demonstrates understanding and respect for differences among people in physical activity settings.**

- a. Uses sportsmanship skills for settling disagreements in socially acceptable ways.
- b. Acknowledges differences and similarities in oneself and others.
- c. Works cooperatively with others.

**7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

- a. Expresses enjoyment while participating in physical activity.
- b. Recognizes personal challenges and experiences in physical activity.
- c. Encourages interaction with peers while performing physical activity.

Grade Level: Fifth Grade

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

Content Strands:

GM= Gross Motor Skills Development

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## **Physical Education**

### **COMPETENCIES and Suggested Objective(s)**

#### **Sixth Grade**

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.**
  - a. Demonstrates increased proficiency in locomotor and nonlocomotor skills in a lead-up game situation.
  - b. Design and refine a jump rope routine to music.
  - c. Create sequences that combine locomotor, non-locomotor and manipulative skills.
  
- 2. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Analyzes the critical elements that would enhance performance in a specialized skill by a peer and provides feedback to that peer.
  - b. Distinguishes between warm-up and cool down techniques and reasons for using them in a physically-active setting.
  - c. Discuss concepts that impact the quality of encouraging proper practices.
  
- 3. The student exhibits a physically active lifestyle.**
  - a. Identify opportunities in the school and community for regular participation in physical activity.

- b. Compare and contrast different types of physical activity to health related fitness components.
- c. Participates in moderate to vigorous physical activity regularly.

**4. The student achieves and maintains a health-enhancing level of physical fitness.**

- a. Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, flexibility, body composition actions impact personal fitness.
- b. Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.
- c. Compare pre- and post-fitness tests scores after participation in health-enhancing activities.

**5. The student demonstrates responsible personal and social behavior in physical activity settings.**

- a. Identifies and follows rules, procedures and etiquette.
- b. Practices responsible decision-making in specific activities.
- c. Exhibit concerns for safety of self and others in a game-like Situation.

**6. The student demonstrates understanding and respect for differences among people in physical activity settings.**

- a. Handles conflicts that arise with others without confrontation.
- b. Accepts successes and performance limitations in self and others.
- c. Works cooperatively with others in self designed activities.

**7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression,**

**and social interaction.**

- a. Reflects enjoyment while participating in physical activity.
- b. Demonstrates personal challenges and experiences in physical activity.
- c. Willingly interacts with peers while performing physical activities.

Grade Level: Sixth Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment

Content Strands:

GM= Gross Motor Skills Development

FM = Fine Motor skills Development

S = Social Skills

P = Personal Skills

C = Cognitive development

F = Fitness

L = Lifelong participation/learning

## **Physical Education**

### **COMPETENCIES and Suggested Objective(s)**

#### **Seventh Grade**

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.**
  - a. Demonstrates increased proficiency in modified team and individual sports.
  - b. Create and perform rhythmic activities to music.
  - c. Create offensive and defensive strategies for individual and team sports.
  
- 2. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Explain coordinated movements with teammates to achieve goals.
  - b. Describe differences between warm-up and cool down techniques and reasons for using them in a physically active setting.
  - c. Summarize concepts that impact the quality of encouraging proper practices.
  
- 3. The student exhibits a physically active lifestyle.**
  - a. Participates In games, sports, dance, and/or outdoor pursuits in school and community based on individual

- interest or capabilities.
- b. Match personal physical activity to health-related physical component.
- c. Identify and apply basic weight-training principles and safety practices.

**4. The student achieves and maintains a health-enhancing level of physical fitness.**

- a. Use each health-related fitness component and explain how participation in cardiovascular endurance, muscular strength and endurance, flexibility and body composition action increase personal fitness.
- b. evaluate personal fitness goals and make appropriate changes for improvement.
- c. Explain pre-and post-fitness test scores after participating in health-enhancing activities.

**5. The student demonstrates responsible personal and social behavior in physical activity settings.**

- a. Distinguish between compliance and noncompliance with rules and regulation apply agreed upon consequences when officiating.
- b. Solve problems in physical activity by analyzing causes and potential solutions.
- c. Exhibit concerns for safety of self and others when using equipment during physical activity.

**6. The student demonstrates understanding and respect for differences among people in physical activity settings.**

- a. Work cooperatively in a group to achieve common goals and avoid conflict.
- b. Accepts successes and performance limitations in self and others.
- c. Use peer interaction positively to enhance personal physical activity.

- 7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**
- a. Demonstrate enjoyment while participating in physical activity.
  - b. Willingly interact personal challenges and experiences in physical activity.
  - c. Reflect interaction with peers while performing physical activities.

Grade Level: Seventh Grade

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

Content Strands:

GM= Gross Motor Skills Development

FM = Fine Motor skills Development

S = Social Skills

P = Personal Skills

C = Cognitive development

F = Fitness

L = Lifelong participation/learning

## **Physical Education**

### **COMPETENCIES and Suggested Objective(s)**

#### **Eighth Grade**

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.**
  - a. Demonstrate an increased proficiency in team and individual sports.
  - b. Perform rhythmic activities to music.
  - c. Employ offensive and defensive strategies in individual and team sports.
  
- 2. The student applies movement concepts and principles to the learning and development of motor skills.**
  - a. Coordinate movements with teammates to achieve goals.
  - b. Analyze differences between warm-up and cool-down techniques and reasons for using them in physically active settings.
  - d. Utilize concepts that impact the quality of encouraging proper practices.
  
- 3. The student exhibits a physically active lifestyle.**
  - a. Participate in games, sports, dance, and/or outdoor pursuits in school and community based on individual interests or capabilities.
  - b. Measure personal physical activity to health-related

physical components.

- c. Identify and apply basic weight-training principles and safety practices.

**4. The student achieves and maintains a health-enhancing level of physical fitness.**

- a. Apply each health-related fitness component and explain how participating in cardiovascular endurance, muscular strength and endurance, flexibility, body composition actions impact personal fitness.
- b. Evaluate personal fitness goals and make appropriate changes for improvement.
- c. Assess pre- and post-fitness tests scores after participation in health-enhancing activities.

**5. The student demonstrates responsible personal and social behavior in physical activity settings.**

- a. Distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.
- b. Solve Problems in physical activity by analyzing causes and potential solutions.
- c. Exhibit concerns for safety of self and others when using equipment during physical activity.

**6. The student demonstrates understanding and respect for differences among people in physical activity settings.**

- a. Work cooperatively in a group to achieve common goals and avoid conflict.
- b. Accepts successes and performance limitations in self and others.
- c. Use peer interaction positively to enhance personal physical activity.

**7. The student understands that physical activity provides**

**opportunities for enjoyment, challenge, self-expression, and social interaction.**

- a. Demonstrate enjoyment while participating in physical activity.
- b. Willingly interact personal challenges and experiences in physical activity.
- c. Reflect interaction with peers while performing physical activities.

Grade Level: Eighth Grade

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment

Content Strands:

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FM = Fine Motor skills Development

S = Social Skills

P = Personal Skills

C = Cognitive development

F = Fitness

L = Lifelong participation/learning

APE= Adapted physical education

## **Physical Education**

### **Ninth Grade**

#### **COMPETENCIES and Suggested Objective(s)**

1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.  
(GM, FM, S, P, C, F, L, A)
  - a. Perform a variety of movement forms which are basic to team, individual/dual, and lifetime activities.
  - b. Demonstrate proficiency in a few movement forms which are basic to team, individual/dual, and lifetime activities.
  
2. **The student applies movement concepts and principles to the learning and development of motor skills.**  
(GM, Fm, P, C, L, A, F, S)
  - a. Identify and apply critical physical elements that enable the development of skill competence.
  - b. Develop offensive and defensive strategies while participating in physical activity.
  
3. **The student exhibits a physically active lifestyle.**  
(GM, FM, P, C, L, A, F, S)
  - a. Participate in a variety of health-related and skill-related physical activities in both in-school and non-school settings.
  - b. Identify the personal characteristics, (age, gender, race, ethnicity, socioeconomic status, and culture) performance styles, and activity preference which will influence activity selection for a

physically active lifestyle.

**4. The student achieves and maintains a health-enhancing level of physical fitness.** (FM, C, P, F, L, A)

- a. Learn to assess individual levels of the following health related components of fitness: cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.

**5. The student demonstrates responsible personal and social behavior in physical activity settings.**

(GM, Fm, S, P, C, F, L, A)

- a. Demonstrate responsible personal and social behavior in physical activity by engaging in activities which encourage self-control, self-motivation and goal setting.
- b. Develop a personal value system that includes personal responsibility toward and respect for others.
- c. Demonstrate appropriate behavior in physical activity that includes sportsmanship, fair play, and respect for the rights and abilities of others.
- d. Respond to challenges, failures and successes in physical activities in socially acceptable ways.

**6. The student demonstrates understanding and respect for differences among people in physical activity settings.**

(GM, Fm, C, S, P, L, A)

- a. The student will appreciate the differences and similarities among students in regard to culture, ethnicity, motor performance, disabilities, physique, gender, and socioeconomic status.
- b. Participate in activities relative to other cultures.

**7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.** (GM, FM, S, P, C, L, A)

- a. Recognize the extensive variety of physical activities available for participation.
- b. Recognize that participation in physical activity can provide opportunities for positive social interaction.
- c. Participate in physical activities that provide the opportunity for enjoyment, challenge, self-expression, and social interaction.

Grade Level: Ninth Grade

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

Content Strands:

GM= Gross Motor Skills Development

FM = Fine Motor skills Development

S = Social Skills

P = Personal Skills

C = Cognitive development

F = Fitness

L = Lifelong participation/learning

## Physical Education

Grades Ten-Twelve

### **COMPETENCIES and Suggested Objective(s)**

- 1. The student demonstrates competency in many movement forms and proficiency in a few movement forms.** (GM, FM, S, P, F, L, A)
  - a. Perform specific movement forms which are necessary to participate in team, individual/dual, and lifetime activities.
  - b. Demonstrate proficiency in a few movement forms which are necessary to execute participation in team, individual/dual, and lifetime activities.
  
- 2. The student applies movement concepts and principles to the learning and development of motor skills.** (C, P, L, A)
  - a. Assess peer performance on specific motor skills.
  - b. Identify the applications and implications of offensive and defensive decisions.
  - c. Understand the outcomes of strategic decisions to determine challenges for improvement of personal performance.
  
- 3. The student exhibits a physically active lifestyle.** (GM, FM, S, P, F, L, A)
  - a. Participate in a variety of health-related and skill-related activities in school and non-school activities, which encourages a lifetime of physical activity.

- b. Compare the health and fitness benefits of team, dual/individual, and lifetime activities, the student will select activities which promote a physically active lifestyle.

**4. The student achieves and maintains a health-enhancing level of physical fitness.**

- a. Interpret fitness test scores, and apply their results to develop an individual fitness plan using the FITT formula (F-frequency, I-intensity, T-time, T-type)
- b. Participate in fitness activities outlined in the personal fitness plan, the students will achieve acceptable levels of fitness.
- c. Maintain a health enhancing level of physical fitness by participating in fitness related physical activities.

**5. The student demonstrates responsible personal and social behavior in physical activity settings.**

(GM, FM, S, P, C, F, L, A)

- a. Demonstrate responsible personal and social behavior in physical activity by engaging in activities which encourage self-motivation and goal setting.
- b. Demonstrate appropriate behavior in team, dual/individual and lifetime activity that includes sportsmanship, fair play, and respect for the rights and abilities of others.
- c. Respond to inflammatory situations in all physical activities with mature personal control.
- d. Identify the risks and safety factors inherent in physical activity.

**6. The student demonstrates understanding and respect for differences among people in physical activity settings.**

(S, P, C, L, A)

- a. Recognize and respect the contributions of culture, ethnicity, motor performance, disabilities, physique, gender, and socioeconomic status during physical activity.
- b. Contribute activities relative to diverse populations.

**7. The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. (GM, FM, S, P, F, L, A)**

- a. Participate in physical activities outside the school setting.
- b. Recognize that participation in physical activity can provide opportunities for positive social interaction.
- c. Participate in physical activities that provide the opportunity for enjoyment, challenge, self-expression, and social interaction.

Grade Level: Ten-Twelve

<b>Comp.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

## Glossary

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

**Aerobic-** energy produced by the utilization of oxygen

**Aerobic Activities-** briskly walking, running etc.. ( type of exercise that increases respiration, length of exercise is important)

**Body composition-** the ratio of lean body mass to fat body mass

**Cardiovascular endurance-** the ability of the heart, lungs, and blood vessels to efficiently deliver oxygen to the working muscles

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

**Conceptual Movement Patterns-** designed to provide scope and sequence to learning (see scope and sequence)

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

**Coordination-** the ability for different muscles to work harmoniously (together) to perform a specific task

**Differences in individuals-** relating to the skill levels of individuals

**Endurance-** how long a specific task can be performed

**Fine Motor Skills (FM)**- movement of small muscles; writing, sewing, drawing, initiating facial gestures, pronouncing words

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

**Fitness Tests**- (pre-test, post test) tests that are given before a series of participation in physical activity and after the series of participation to determine the individuals progress

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

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

**Gross Motor Skills (GM)**- activities that require large muscle groups; walking, running, standing on one leg, hopscotch

**Health Related Fitness Achievements**- muscular strength, cardiovascular endurance, improved heart rate, less risk of obesity and chronic diseases

**Intermediate form**- competency

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

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

**Locomotor-** moving that requires a series of actions to be repeated over and over (running, walking, galloping, hopping, skipping, stepping, range of motion, etc..)

**Manipulative Activities-** jumping rope, keeping a foot bag in the air using repetitive foot contact, juggling with scarves

**Manipulative Skills-** a skill in which an individual must handle an object with the hands, feet, or other body part (manipulative activities develop both hand-eye coordination and dexterity)  
**See manipulative activities**

**Mastery-** the capability to perform an activity repeatedly without error or hesitation at your highest possible potential (proficient)

**Maximum Heart Rate-** subtract your age from 220 this is the fastest your heart should beat at your age

**Moderate Activity-** exercising at a rate between your resting and your target heart rate

**Nonlocomotor-** throwing, tossing, sit-ups, etc..

**Proficiency-** the mastery of a specific skill

**Resting Heart Rate-** Heart rate before exercise

**Scope-** information that supports the topic

**Sequence-** presents the order of events that are arranged from simple to complex

**Skill Development-** goals of a physical education program; learned by practicing fundamentals of movement in a planned sequential manner

**Strength-** the amount of force a muscle can exert

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

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

**Target Heart Rate-** training effect occurs if you maintain an exercise heart rate between 60 and 80 percent of your maximum heart rate. (see maximum heart rate)

**Technique-** the skill an individual use to perform a specific task

**Vigorous Activity-** exercising at your target heart rate (see target heart rate)

**Warm-Up Exercises-** low intensity exercise designed to increase heart rate and raise the bodies temperature to prepare for hard physical activity (stretching, walking, etc..)









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**Grade Level:**

**Unit Theme:**

<b>Com p.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

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**Grade Level:**

**Unit Theme:**

<b>Com p.</b>	<b>Obj.</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment</b>

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