

# K-12 Physical Education Curriculum Guide



2007

# **PHYSICAL EDUCATION CURRICULUM GUIDE**

## **Table of Contents**

### **Acknowledgments**

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### **Philosophical Assumptions**

### **K-8 Essential Learning Chart**

### **High School Essential Learning Chart**

### **K-8 Learner Objectives**

### **High School Learner Objectives**

### **Glossary**

### **Research**

### **Resources**

### **State Standards**

### **Bibliography**

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# K-12 Physical Education

## Proposed Philosophical Assumptions

*Daily physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.*

- **National Association for Sport and Physical Education**

Research indicates:

- There is a direct correlation between high academic achievement and physical fitness <sup>1</sup>
- Lifelong physical activity can reduce the risk of obesity, diabetes, and other health related diseases <sup>2</sup>
- Among children and teens aged 6-19 years, over 9 million young people are considered overweight <sup>3</sup>

Littleton Public Schools Physical Education curriculum is designed to develop healthy and physically educated students. The following National Standards define and support the LPS curriculum.

A physically educated student:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

1. Smart Moves and Journal of American College of Sports Medicine, March 2006
2. Center for Disease Control, Physical Activity and Health, A Report of the Surgeon General, 1999
3. Center for Disease Control

## Physical Education Essential Learning Chart

K-8

	K-2	3-5	6-8
<p><b>State Standard 1:</b> Student demonstrates competent skills in a variety of physical activities and sports.</p>	<p>Demonstrate and recognize movement skills necessary in a variety of physical activities.</p>	<p>Demonstrate use of movement skills necessary in a variety of physical activities and sports.</p> <p>Demonstrate participation in a variety of recreational, individual, and team sports.</p>	<p>Apply manipulative skills in drills, activities, and games.</p>
<p><b>State Standard 2:</b> Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sport.</p>	<p>Demonstrate and recognize components of a physically active lifestyle.</p>	<p>Participate in physical fitness through recreational activities and individual and team sports.</p>	<p>Develop and demonstrate a basic understanding of the six parts of motor skill-related fitness and apply to activities and games.</p> <p>Develop and demonstrate a basic understanding of the five parts of health-related fitness as it applies to personal fitness.</p>
<p><b>State Standard 3:</b> Student demonstrates knowledge of factors important to participation in physical activities.</p>	<p>Demonstrate responsible personal and social behaviors necessary to participate in physical activity.</p> <p>Identify and acknowledge the rules, risks, and safety factors associated with participation in physical activity.</p>	<p>Apply responsible personal and social behaviors necessary to participate in physical activity.</p> <p>Apply and acknowledge the rules, risks, and safety factors associated with participation in physical activity.</p>	<p>Demonstrate and apply the basic knowledge and skills of a variety of activities in drills and games.</p>

**Physical Education  
Essential Learning Chart  
High School**

<b>Adventure Education</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to set and achieve personal and group goals.</li> <li>2. Apply knowledge of safety precautions, strategies, and appropriate behaviors in a variety of adventure related activities.</li> <li>3. Recognize a positive self-image and desirable character traits which contribute to effective human relations.</li> <li>4. Demonstrate knowledge and understanding of health and skill related fitness.</li> </ol>
<b>Aquatics</b>	<ol style="list-style-type: none"> <li>1. Understand the risks and safety factors associated with participation in aquatic activities.</li> <li>2. Demonstrate proficiency in a variety of swimming strokes.</li> <li>3. Demonstrate knowledge and understanding of health and skill related fitness.</li> </ol>
<b>Individual Fitness</b>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of health and skill related fitness.</li> <li>2. Develop attitude, knowledge, and skills to maintain physical fitness and for the enjoyment of lifelong activities.</li> </ol>
<b>Recreation Games</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of physical fitness and apply that knowledge while performing everyday recreational activity.</li> <li>2. Demonstrate the ability to set and achieve personal and group goals in association with recreation activities.</li> <li>3. Demonstrate knowledge of the history and origins of a variety of recreational activities.</li> <li>4. Demonstrate the application of rules, strategies, and appropriate behaviors in a variety of physical activities and sports.</li> </ol>
<b>Rhythmic Activities</b>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of health and skill related fitness.</li> <li>2. Demonstrate the knowledge and physical skills necessary to perform a variety of rhythmic activities.</li> </ol>
<b>Sports Medicine</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of human anatomy and physiology as it relates to sports injuries.</li> <li>2. Demonstrate the knowledge and skills of caring for and prevention of sports related injuries.</li> </ol>
<b>Weight Training</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to set and achieve personal goals.</li> <li>2. Demonstrate knowledge and understanding of health and skill related fitness.</li> <li>3. Demonstrate the knowledge of proper technique and weight room safety.</li> <li>4. Demonstrate knowledge of principles of weight training.</li> </ol>

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**PHYSICAL EDUCATION  
PRESCHOOL  
OPTIONAL**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

Essential Learning

*Learn about movement skills necessary in a variety of physical activities.*

Learner Objectives

The learner will . . .

- be introduced to manipulative skills within a variety of physical activities (*i.e. throwing, catching, kicking, striking, trapping, dribbling, and juggling*)
- be introduced to locomotor skills for a variety of physical activities (*i.e. walking, running, galloping, skipping, leaping, rolling [body], crawling, jumping, hopping, gliding*)
- be introduced to non-locomotor skills for a variety of physical activities (*i.e. stretching, pushing, pulling, beat recognition, creative expression*)

**PHYSICAL EDUCATION  
PRESCHOOL  
OPTIONAL**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

Essential Learning

*Become aware of components of a physically active lifestyle.*

Learner Objectives

The learner will . . .

- become aware of the benefits that result from regular participation in physical activity
- become aware of physical activities that can be pursued in the local community
- be exposed to principles of fitness development
- be introduced to dynamic balance

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**PHYSICAL EDUCATION  
PRESCHOOL  
OPTIONAL**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning 1

*Begin to show responsible personal and social behaviors necessary to participate in physical activity.*

Learner Objectives

The learner will . . .

- demonstrate body control by keeping within personal space
- demonstrate personal responsibility by listening and following directions
- begin to understand program structures and routines
- exhibit cooperative behaviors
- demonstrate fair and honest game-play
- display respect for all individuals and property

**PHYSICAL EDUCATION  
PRESCHOOL  
OPTIONAL**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning 2

*Begin to understand the rules, risks, and safety factors associated with participation in physical activity.*

Learner Objectives

The learner will . . .

- recognize the risks and apply safety rules and procedures
- learn the benefits of safe play

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## PHYSICAL EDUCATION GRADES K-2

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

### Essential Learning

*Demonstrate and recognize movement skills necessary in a variety of physical activities.*

### Learner Objectives

The learner will . . .

- recognize and demonstrate manipulative skills within a variety of physical activities (*i.e. throwing, catching, kicking, striking, trapping, dribbling, and juggling*)
- recognize and demonstrate locomotor skills for a variety of physical activities (*i.e. walking, running, galloping, skipping, leaping, rolling [body], crawling, jumping, hopping, gliding*)
- recognize and demonstrate non-locomotor skills for a variety of physical activities (*i.e. stretching, pushing, pulling, beat recognition, creative expression*)

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## PHYSICAL EDUCATION GRADES K-2

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

Essential Learning

*Demonstrate and recognize components of a physically active lifestyle.*

Learner Objectives

The learner will . . .

- recognize the benefits that result from regular participation in physical activity
- recognize physical activities that can be pursued in the local community
- recognize the components of health related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition (i.e. Fitness Testing, Fun Run, Field Day, etc.)
- recognize principles of skill-related fitness: agility, speed, balance, coordination, power, reaction time
- recognize and demonstrate dynamic balance

## PHYSICAL EDUCATION GRADES K-2

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning 1

*Demonstrate responsible personal and social behaviors necessary to participate in physical activity.*

Learner Objectives

The learner will . . .

- demonstrate personal responsibility by listening and following directions
- demonstrate body control by keeping within own personal space
- exhibit cooperative behavior
- demonstrate fair and honest game-play
- display respect for all individuals and property

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## PHYSICAL EDUCATION GRADES K-2

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning 2

*Identify and acknowledge the rules, risks, and safety factors associated with participation in physical activity.*

Learner Objectives

The learner will . . .

- recognize the risks and apply safety rules and procedures
- recognize and demonstrate knowledge of rules specific for recreational, individual, and team activities
- recognize various strategies for recreational, individual, and team activities

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**PHYSICAL EDUCATION  
GRADES 3-5**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

Essential Learning 1

*Demonstrate use of movement skills necessary in a variety of physical activities and sports.*

Learner Objectives

The learner will . . .

- demonstrate use of manipulative skills within a variety of physical activities and/or sports (*i.e. throwing, catching, kicking, striking, trapping, dribbling, and juggling*)
- demonstrate use of locomotor skills for a variety of physical activities and/or sports (*i.e. running, jumping, hopping, gliding*)
- demonstrate use of non-locomotor skills for a variety of physical activities and/or sports (*i.e. stretching, pushing, pulling*)

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**PHYSICAL EDUCATION  
GRADES 3-5**

**State Standard 1: *Student demonstrates competent skills in a variety of physical activities and sports.***

Essential Learning 2

*Demonstrate participation in a variety of recreational, individual, and team sports.*

Learner Objectives

The learner will . . .

- recognize and demonstrate recreational activities (i.e. structured dance, walking, jump roping, climbing, etc)
- recognize and demonstrate individual sports (i.e. bowling, running, track, racquet sports, etc)
- recognize and demonstrate team sports (i.e. basketball, soccer, volleyball, football, hockey, softball, etc.)

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**PHYSICAL EDUCATION  
GRADES 3-5**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

Essential Learning

*Participate in physical fitness through recreational activities and individual and team sports.*

Learner Objectives

The learner will . . .

- understand and demonstrate the components of health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, and flexibility
- understand and demonstrate the components of skill-related fitness: agility, balance, coordination, power, reaction time, and speed (i.e. Fitness Testing, Fun Run, Field Day, soccer, basketball, etc.)
- set goals for improvement (i.e. pre and post testing for Fitness Testing, etc.)
- recognize and understand the benefits of moderate aerobic activity to achieve and maintain physical fitness
- identify physical activities that can be pursued in the local community

**PHYSICAL EDUCATION  
GRADES 3-5**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning 1

*Apply responsible personal and social behaviors necessary to participate in physical activity.*

Learner Objectives

The learner will . . .

- independently demonstrate on task behavior after receiving multiple and sequential directions
- demonstrate problem solving through communication and cooperation
- demonstrate fair and honest game-play through participation in recreational, individual, and team sports
- display respect for all individuals and property

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**PHYSICAL EDUCATION  
GRADES 3-5**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning 2

*Apply and acknowledge the rules, risks, and safety factors associated with participation in physical activity.*

Learner Objectives

The learner will . . .

- recognize the risks and apply safety rules and procedures
- demonstrate knowledge of rules specific for recreational, individual, and team sports
- apply various strategies for recreational, individual, and team sports

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## PHYSICAL EDUCATION GRADES 6-8

### State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.

#### Essential Learning

Apply **manipulative skills** in drills, activities and games.

#### Learner Objectives

The learner will . . .

- demonstrate **throwing** skills in a game situation using accuracy and appropriate velocity (*i.e. football, Frisbee, team handball*)
- consistently **catch** objects when using a variety of sports equipment (*i.e. lacrosse/stx, scoop*)
- demonstrate a variety of **kicks** with dominant and non-dominant foot (*i.e. stationary kick, punting, dynamic movement, using various types of balls*)
- **strike** stationary and moving objects with a variety of equipment or body parts (*i.e. softball, tennis, hockey, volleyball, pickleball, badminton, soccer*)
- transfer **rolling** skills to game situations (*i.e. bowling, kickball*)
- transfer **dribbling** skills to game situations (*i.e. hockey, basketball, soccer*)

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## PHYSICAL EDUCATION GRADES 6-8

### **State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

#### Essential Learning 1

*Develop and demonstrate a basic understanding of the **five parts of health related fitness** as it applies to personal fitness.*

#### Learner Objectives

The learner will . . .

- acquire an understanding of cardiovascular fitness including cardio-endurance: extended time (i.e. brisk walking, jogging, biking, swimming) and cardio-strength: intensity (i.e. interval training, sprints)
- acquire an understanding of muscle endurance; repetitive number of times/extended amount of time (i.e. run, pull-ups, push-ups, climbing, weight training)
- acquire an understanding of muscle strength: ability to move, throw, lift, pull, push and kick with force (i.e. pull-ups, kicking, weight training)
- acquire an understanding of flexibility: the ability to move in a full range of motion (sit and reach, stretching, yoga)
- understand the relationship between body composition (the proportion of lean mass to fat mass) and physical fitness, including how to build/tone muscle, burn fat, and maintain a healthy diet
- understand the basic principles of training that improve physical fitness (i.e. warm-up, cool down, perceived rate of exertion, target heart rate, overload, progression, individuality, specificity, F.I.T.T. principle: Frequency, Intensity, Time, Type)
- analyze personal fitness levels and design a personal fitness plan; incorporate the five parts of health-related fitness and appropriate technology needed to achieve and maintain physical fitness
- understand that fitness is a life-long endeavor which is essential to a positive state of well being

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## PHYSICAL EDUCATION GRADES 6-8

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

### Essential Learning 2

*Develop and demonstrate a basic understanding of the **six parts of motor skill** related fitness and apply to activities and games.*

### Learner Objectives

The learner will . . .

- show agility through the ability to change direction quickly while the body is in motion and to maintain speed and balance (i.e. change direction on signal, shuttle run, V- cut in basketball)
- balance in a static/fixed position (i.e. stationary ball, standing quad stretch) and maintain one's equilibrium while the body is in motion (i.e. dynamic balance)
- demonstrate coordination by using different body parts in an integrated manner (i.e. eye-hand, eye-foot, bilateral movement)
- demonstrate power by performing one maximum effort in a short period of time (i.e. shot put, long jump, double legged leaps)
- demonstrate reaction time by decreasing the amount of time elapsed from the time the senses signal the need to move to the first movement of the body (audio, visual, verbal and movement cues)
- show speed by moving from one point to another in the shortest time possible (i.e. 50/100 yd. dash) or moving a body part to create velocity (i.e. arm speed, leg speed)

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## PHYSICAL EDUCATION GRADES 6-8

### **State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

#### Essential Learning

*Demonstrate and apply the basic knowledge and skills of a variety of activities in drills and games.*

#### Learner Objectives

The learner will . . .

- demonstrate knowledge of basic rules, strategies, terminology, scoring, etiquette, safety, equipment and history of a variety of activities and games
- understand the importance of body mechanics in skill development (i.e. ready position, footwork patterns, follow through, body position, recovery)
- improve fitness level through participation in warm-up exercises, skill development, and lead-up games
- understand and implement the concept of team work and cooperation through drills and activities
- understand and implement the concept of sportsmanship:
  - respect and appreciation of people and equipment
  - teamwork
  - communication
  - cooperation
  - self discipline
  - fair play

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**PHYSICAL EDUCATION  
HIGH SCHOOL  
ADVENTURE EDUCATION**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate the ability to set and achieve personal and group goals.*

Learner Objectives

The learner will . . .

- work effectively with a partner or group to complete a task or to achieve a common goal
- explain and identify strategies in goal setting
- gain a knowledge and understanding of the reasons for and importance of the activity

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**PHYSICAL EDUCATION  
HIGH SCHOOL  
ADVENTURE EDUCATION**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Apply knowledge of safety precautions, strategies, and appropriate behaviors in a variety of adventure related activities.*

Learner Objectives

The learner will . . .

- demonstrate care and use of equipment in a safe and proper manner
- display behaviors of acceptance of others, willingness to help others, and courteous interactions
- recognize potentially high risk situations in rock climbing and adventure activities in order to prevent accidents
- adhere to safety rules in daily activities
- develop positive communication skills that will contribute to the safety and success of self and others

**PHYSICAL EDUCATION  
HIGH SCHOOL  
ADVENTURE EDUCATION**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Recognize a positive self-image and desirable character traits which contribute to effective human relations.*

Learner Objectives

The learner will...

- exhibit the behaviors of self discipline
- develop an attitude reflecting responsibility and good moral character
- develop a sense of belonging in groups
- develop the ability to lead as well as to follow

**PHYSICAL EDUCATION  
HIGH SCHOOL  
ADVENTURE EDUCATION**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate knowledge and understanding of health and skill related fitness.*

Learner Objectives

The learner will . . .

- define and give examples of the health-related components of fitness: muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition as they relate to the fitness activity
- perform muscular strength and endurance skills (push-ups and sit-ups)
- define aerobic and anaerobic fitness
- understand the target heart rate zone and calculate his/her own target heart rate

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**PHYSICAL EDUCATION  
HIGH SCHOOL  
AQUATICS**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Understand the risks and safety factors associated with participation in aquatic activities.*

Learner Objectives

The learner will . . .

- identify and describe potentially high risk situations/activities in order to prevent accidents (*water depth, temperature, obstacles, weather conditions, ice rescue*)
- adhere to safety rules in daily aquatic activities
- demonstrate skills needed to survive in deep water (treading water, survival float, back float, finning, sculling, clothes flotation)
- demonstrate how to perform basic rescue assists (reach and throwing assists and personal flotation devices)
- demonstrate proper feet first and head first entries

**PHYSICAL EDUCATION  
HIGH SCHOOL  
AQUATICS**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate proficiency in a variety of swimming strokes.*

Learner Objectives

The learner will . . .

- demonstrate proper breathing (breath holding, breath control, bobbing, rhythmic breathing)
- demonstrate proper stroke mechanics in the front crawl, back crawl, elementary backstroke, breast stroke, and side stroke

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**PHYSICAL EDUCATION  
HIGH SCHOOL  
AQUATICS**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate knowledge and understanding of health and skill related fitness.*

Learner Objectives

The learner will . . .

- understand the value of swimming in relation to total body fitness for use as a lifetime activity
- define F.I.T.T. principle: frequency, intensity, time, type as it relates to fitness swimming
- define and give examples of the health-related components of fitness: muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition as they relate to the fitness activity
- demonstrate correct flexibility techniques and incorporate flexibility exercises into the fitness activity
- engage in continuous aerobic activity for a minimum of 20 minutes or more to achieve fitness benefits
- define aerobic and anaerobic fitness
- understand the target heart rate zone and calculate his/her own target heart rate
- define the four parts of a workout (heart warm-up, stretch warm-up, vigorous exercise, and cool down) explaining the importance of each and incorporating them into the aquatic activity
- define and give examples of the skill-related components of fitness: agility, balance, coordination, power, reaction time, and speed as they relate to the aquatic activity
- define, discuss and apply the principles of training (specificity, overload, and progression) to a specific aquatic activity
- improve fitness level through participation in the activity
- perform muscular strength and endurance skills

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**PHYSICAL EDUCATION  
HIGH SCHOOL  
INDIVIDUAL FITNESS**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate knowledge and understanding of health and skill related fitness.*

Learner Objectives

The learner will . . .

- define and give examples of the health-related components of fitness: muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition as they relate to the fitness activity
- demonstrate correct flexibility techniques and incorporate flexibility exercises into the fitness activity
- perform muscular strength and endurance skills (i.e. push-ups and sit-ups)
- engage in continuous aerobic activity for a minimum of 20 minutes or more to achieve fitness benefits
- define aerobic and anaerobic fitness
- understand the target heart rate zone and calculate his/her own target heart rate
- define the four parts of a workout (heart warm-up, stretch warm-up, vigorous exercise, and cool down) explaining the importance of each
- define and give examples of the skill-related components of fitness: agility, balance, coordination, power, reaction time, and speed as they relate to the fitness activity
- define, discuss and apply the principles of training (specificity, overload, progression, and individuality) to a specific fitness activity
- improve fitness level through participation in the activity
- define the F.I.T.T. principle: frequency, intensity, time, type as it relates to the fitness activity

**PHYSICAL EDUCATION  
HIGH SCHOOL  
INDIVIDUAL FITNESS**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Develop attitude, knowledge, and skills to maintain physical fitness and for the enjoyment of lifelong activities.*

Learner Objectives

The learner will . . .

- demonstrate the ability to set and achieve personal goals
- develop appreciation for personal performance
- understand “how” and “why” the body functions and its relationship to physical activity
- develop the ability to have fun while participating in a variety of fitness activities
- develop an awareness that relaxation can be achieved through exercise
- develop awareness that tension and stress can be released through exercise
- develop an understanding of the benefits of physical activity
- understand the relationships between weight control, exercise, and good health

**PHYSICAL EDUCATION  
HIGH SCHOOL  
RECREATION GAMES  
Team and Individual Sports**

- State Standard 1:** Student demonstrates competent skills in a variety of physical activities and sports.
- State Standard 2:** Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.
- State Standard 3:** Student demonstrates knowledge of factors important to participation in physical activities.

Essential Learning

*Demonstrate the knowledge of physical fitness and apply that knowledge while performing everyday recreational activity.*

Learner Objectives

The learner will . . .

- define and give examples of the health-related components of fitness: muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition as they relate to the recreational activity
- demonstrate correct flexibility techniques and incorporate flexibility exercises into the recreational activity
- perform muscular strength and endurance skills (i.e. push-ups and sit-ups)
- perform continuous aerobic activity for a minimum of 20 minutes
- define aerobic and anaerobic fitness
- understand the target heart rate zone and calculate his/her own target heart rate
- define the four parts of a workout (heart warm-up, stretch warm-up, vigorous exercise, and cool down) explaining the importance of each
- define and give examples of the skill-related components of fitness: agility, balance, coordination, power, reaction time, and speed as they relate to the recreational activity
- improve fitness level through participation in warm-up exercises, skill development drills, lead-up games, and organized competition
- demonstrate skill related fitness necessary to perform the skills of the recreational activity
- develop the skills necessary to participate in the recreational activity
- define the F.I.T.T. principle: frequency, intensity, time, type as it relates to the recreational activity

**PHYSICAL EDUCATION  
HIGH SCHOOL**

**RECREATION GAMES  
Team and Individual Sports**

- State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**
- State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**
- State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate the ability to set and achieve personal and group goals in association with recreation activities.*

Learner Objectives

The learner will . . .

- identify various strategies in goal setting for recreational activities
- develop the ability to lead as well as to follow
- work effectively with a partner or group to complete a task or to achieve a common goal
- set and pursue a realistic goal as they participate in a variety of lead up games and skill development drills

**PHYSICAL EDUCATION  
HIGH SCHOOL  
RECREATION GAMES  
Team and Individual Sports**

- State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**
- State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**
- State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate knowledge of the history and origins of a variety of recreational activities.*

Learner Objectives

The learner will . . .

- explain when the recreational activity originated
- identify and explain the cultural, ethnic, and historical role of the recreational activity

**PHYSICAL EDUCATION  
HIGH SCHOOL  
RECREATION GAMES  
Team and Individual Sports**

- State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**
- State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**
- State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate the application of rules, strategies, and appropriate behaviors in a variety of physical activities and sports.*

Learner Objectives

The learner will . . .

- demonstrate knowledge of specific rules, safety measures, etiquette, scoring procedures, terminology and proper use of equipment as it applies to the recreation activity
- develop strategies and techniques used in organized recreational activities
- develop an appreciation and respect for self-discipline and people
- demonstrate the ability to follow directions
- demonstrate safety conscious practices
- demonstrate positive social interactions

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**PHYSICAL EDUCATION  
HIGH SCHOOL  
RHYTHMIC ACTIVITIES**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate knowledge and understanding of health and skill related fitness.*

Learner Objectives

The learner will . . .

- define and give examples of the health-related components of fitness: muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition as they relate to the rhythmic activity
- demonstrate correct flexibility techniques and incorporate flexibility exercises into the rhythmic activity
- perform muscular strength and endurance skills (i.e. push-ups and sit-ups)
- engage in continuous aerobic activity for a minimum of 20 minutes or more to achieve fitness benefits
- define aerobic and anaerobic fitness
- define the four parts of a workout (heart warm-up, stretch warm-up, vigorous exercise, and cool down) explaining the importance of each
- understand the target heart rate zone and calculate his/her own target heart rate
- define and give examples of the skill-related components of fitness: agility, balance, coordination, power, reaction time, and speed as they relate to the rhythmic activity
- improve fitness level through participation in the activity
- define the **F.I.T.T.** principle: **frequency, intensity, time, type** as it relates to rhythmic activity

**PHYSICAL EDUCATION  
HIGH SCHOOL  
RHYTHMIC ACTIVITIES**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate the knowledge and physical skills necessary to perform a variety of rhythmic activities.*

Learner Objectives

The learner will . . .

- recognize and move to various beats and tempo changes (aerobics, social dance)
- continuously move to the beat of the music and follow the cues of the instructor (aerobics, social dance)
- demonstrate a variety of skills in gymnastics and tumbling (i.e drills, lead-up activities, and competitions)
- demonstrate the basic steps of a variety of social dances (i.e. line dances, folk dance, square dance, contemporary dance, ballroom dance, and Latin dance)
- develop self expression and creativity by demonstrating a routine, dance or series of skills using movements learned in class

**PHYSICAL EDUCATION  
HIGH SCHOOL  
SPORTS MEDICINE**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate an understanding of human anatomy and physiology as it relates to sports injuries.*

Learner Objectives

The learner will . . .

- demonstrate knowledge and understanding of health-related and skill-related parts of fitness
- define and discuss the exercise principles of specificity, overload, progression, and individuality while incorporating these principles into the prevention and rehabilitation of sports injuries
- identify and locate muscles, bones, joints, ligaments, tendons, and functions of each
- define physiology terms

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**PHYSICAL EDUCATION  
HIGH SCHOOL  
SPORTS MEDICINE**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate the knowledge and skills of caring for and prevention of sports related injuries.*

Learner Objectives

The learner will . . .

- demonstrate proper first aid skills for athletic emergencies (handling conscious and unconscious persons, wounds, etc)
- identify specific injuries (ankle, shin splints, knee, thigh, hamstring, hernia, wrist, fingers, thumbs, shoulders, etc.)
- care for specific injuries (taping techniques, wraps, ice therapy, notification of physicians, parents, and coaches)
- demonstrate knowledge of proper techniques necessary for injury prevention (warming up, stretching techniques, cool down techniques, strength workouts, circuit training)
- work cooperatively with school athletic trainer
- follow directions, rules, and class expectations of lab hours and working athletic events
- develop an understanding of injury mechanisms
- develop an understanding of the laws that pertain to the athletic trainer
- understand how to achieve a career in the field of sports medicine through proper education and training
- understand how performance enhancing drugs affect athletes and how to identify athletes using them

**PHYSICAL EDUCATION  
HIGH SCHOOL  
WEIGHT TRAINING**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate the ability to set and achieve personal goals.*

Learner Objectives

The learner will . . .

- develop realistic goals in the areas of personal strength, body composition, and athletic performance
- develop the knowledge to plan a safe and effective strength program to reach personal goals
- develop appreciation for personal performance
- develop a healthy self concept by accepting one's individuality and limitations as well as those of others

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**PHYSICAL EDUCATION  
HIGH SCHOOL  
WEIGHT TRAINING**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate knowledge and understanding of health and skill related fitness.*

Learner Objectives

The learner will . . .

- define and give examples of the health-related components of fitness: muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition as they relate to the fitness activity
- demonstrate correct flexibility techniques and incorporate flexibility exercises into the fitness activity
- perform muscular strength and endurance skills (i.e. push-ups and sit-ups)
- define aerobic and anaerobic fitness
- understand the target heart rate zone and calculate his/her own target heart rate
- define and give examples of the skill-related component of fitness: agility, balance, coordination, power, reaction time, and speed as they relate to the fitness activity
- improve fitness level through participation in the activity

**PHYSICAL EDUCATION  
HIGH SCHOOL  
WEIGHT TRAINING**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate the knowledge of proper technique and weight room safety.*

Learner Objectives

The learner will . . .

- identify and apply weight room safety rules and proper lifting techniques
- develop a respect for the weight room environment
- develop safety conscious practices

**PHYSICAL EDUCATION  
HIGH SCHOOL  
WEIGHT TRAINING**

**State Standard 1: Student demonstrates competent skills in a variety of physical activities and sports.**

**State Standard 2: Student demonstrates competency in physical fitness and its relation to recreational, individual, and team sports.**

**State Standard 3: Student demonstrates knowledge of factors important to participation in physical activities.**

Essential Learning

*Demonstrate knowledge of principles of weight training.*

Learner Objectives

The learner will...

- understand the proper progression of a weight training program
- define, discuss, and apply the principles of training (progression, specificity, overload, and individuality) to a specific strength training program
- define and apply the F.I.T.T. principle: frequency, intensity, time, type as it relates to strength training

## GLOSSARY

### Definitions from the Model Content Standards for Physical Education

**Aerobic exercise**—long-duration exercise that relies on the presence of oxygen for the production of energy; it may be used to control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure.

**Anaerobic exercise**—short-duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one's ability to move quickly and to deliver force.

**Developmentally Appropriate Movements**—the sequential movement experiences provided for children based on their individual, unique developmental levels.

**Fundamental Movement Skills**—basic movements that involve the combination of movement patterns of two or more body segments. The three categories of fundamental movement skills are locomotor, non-locomotor, and manipulative movements.

**Locomotor movements**—movements in which the body is propelled from one point to another. Examples include walking, running, leaping, hopping, jumping, galloping, sliding and skipping.

**Non-locomotor movements**—stability movements in which the axis of the body revolves around a fixed point. Examples include bending, stretching, twisting, turning, lifting and falling.

**Manipulative movements**—movements in which force is imparted to or received from objects. Examples include throwing, catching, kicking, trapping, rolling, dribbling, striking and volleying.

**Fundamental Movement Stages**—the period of movement skill acquisition for children ages two to seven years. It usually involves three stages of development:

**Initial Stage**—characterized by relatively crude, uncoordinated movements. The movements are at the beginning level or first attempt phase. (Typically, two- and three-year-olds function at this stage.)

**Elementary Stage**—characterized by improvement in coordination, rhythmical performance and greater control over physical movements. (Typically, three- to five-year-olds function at this stage.)

**Mature Stage**—characterized by the integration of all the component parts of a pattern of movement into a well-coordinated, mechanically correct, and efficient act. (Most six- or seven-year-olds can attain this stage.)

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**Games, Dance, and Self-Testing Experiences**—represent the primary content areas of Physical Education.

**Dance**—Responding to rhythm is one of the strongest and most basic urges of children. Dance is an extension of rhythmical movement into creative, expressive, interpretative, and structured activity.

**Rhythmic Fundamentals**—involve developing an understanding and feel for the elements of rhythm. Rhythmic activities include discovering rhythm, applying rhythm, singing rhythms, finger plays, rhymes and poems, singing dances, and creative dance.

**Lummi Sticks**—are the small sticks (e.g., wands) used in a rhythmic activity to work on rhythmic tapping, flipping, and catching.

**Tinikling**—is a rhythmic activity that involves steps, hops, jumps and leaps in various combinations inside and outside a set of two 8-foot poles.

**Structured Dance**—includes folk, square, country, aerobic, jazz, modern, and ballet.

**Games**—Games may be classified in a variety of ways depending on their purpose and nature. Games may be used as a tool for applying, reinforcing, and implementing a variety of fundamental movement and sport skills. Games may be a primary means of learning new movement skills.

**Cooperative Games**—emphasize group interaction and positive socialization in a cooperative setting that de-emphasizes competition.

**Lead-up Games**—active games that involve the use of two or more of the sport skills, rules, or procedures used in playing the official sport.

**Low-Organized Games**—include activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways.

**Fielding/Run-Scoring Games**—games that involve a player striking or kicking an object and then running a specific pattern while the opposing team members retrieve the object (Examples: softball and kickball).

**Invasive Games**—played on courts, fields, rinks, or pools by two teams of equal sides. As the game is played, teams intermingle and attempt to outscore the opponent by invading the opponent's territory. (Examples: basketball, soccer, ultimate frisbee).

**Net/Wall Games**—those games in which teams are divided by a net or play is against a wall (Examples: badminton, tennis, handball).

**Target Games**— those games that require a target(s) at which the players aim and must hit to score (Examples: bowling, golf, and recreational games such as billiards).

**Sports**—games governed by a set of rules and regulations which may be classified as dual, individual, and team sports.

**Dual Sports**—such as badminton, tennis, handball, and racquetball.

**Individual Sports**—such as golf, swimming, cycling, bowling, and outdoor pursuits.

**Team Sports**—such as basketball, field hockey, soccer, softball and volleyball.

**Self-Testing Activities**—Movement activities that allow students to perform as individuals and to establish personal standards of achievement.

**Apparatus Activities**—activities that use either small apparatus (hoops, wands, balance boards, etc.) or large apparatus (balance beams, indoor climbers, cargo nets, etc.)

**Individualized Movement Challenges**—may be used to develop and refine movement skills.

**Perceptual Motor Activities**—develop and refine specific perceptual motor abilities and selected perceptual skills. Examples are body awareness, spatial awareness, directional awareness, and temporal awareness.

**Movement Framework/Concepts**—involves learning “how, where, and with what” the body moves.

**Body**—movements include parts of the body as well as total body actions.

**Space**—where the body moves:

**Directions**—include forward, backward, diagonally, sideward, up, down, and various pathways.

**Levels**—high, medium and low heights.

**Ranges**—body shapes, spaces, and extensions.

**Effort**—how the body moves.

**Force**—how strong or light, with varying degrees.

**Time**—how fast or slow, sustained or sudden, with varying degrees.

**Flow**—whether the movement is free or bound, with varying degrees.

**Relationships**—the movements with objects and/or people.

### **Movement Skill Learning**

**Extension**—a task that adds complexity or difficulty to the prior task.

**Refinement**—develops qualitative aspects of the previous extending task.

**Application**—a competitive, self testing, or performance focus of the task.

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**Physically Educated Person** (National Association for Sport and Physical Education, NASPE, 1992):

**Has** learned skills necessary to perform a variety of physical activities.

**Is** physically fit.

**Does** participate regularly in physical activity.

**Knows** the implications of and the benefits from involvement in physical activities.

**Values** physical activity and its contributions to a healthful lifestyle.

**Physical Fitness**—a positive state of well-being influenced by regular, vigorous physical activity, genetic makeup, and nutritional adequacy. Two aspects of physical fitness are health-related fitness and performance-related or motor skill fitness.

**Health-related fitness**—a relative state of being. The development and maintenance of health-related fitness is a function of physiological adaptation to increased overload.

**Cardiovascular endurance**—the ability of the heart, lungs, and vascular system to supply oxygen and nutrients to muscles during activity.

**Muscular endurance**—the ability of the muscles to exert force for an extended time.

**Muscular strength**—the ability of the muscles to exert one maximum effort.

**Flexibility**—the ability of the various joints of the body to move through their full range of motion.

**Body composition**—the proportion of lean body mass to fat body mass.

**Performance-related or motor skill fitness**—related to the quality of one's movement skill.

**Agility**—the ability to change direction quickly while the body is in motion.

**Balance**—the ability to maintain one's equilibrium in relation to the force of gravity.

**Static balance**—the ability to maintain one's equilibrium in a fixed position.

**Dynamic balance**—the ability to maintain one's equilibrium while the body is in motion.

**Coordination**—the ability to integrate separate motor systems with varying sensory modalities into efficient movement.

**Power**—the ability to perform one maximum effort in as short a period as possible.

**Reaction time**—the amount of time elapsed from the time the senses signal the need to move to the first movement of the body.

**Speed**—the ability to move from one point to another in the shortest time possible.

**Principle: F.I.T.T.**

**Frequency**—implies that exercise must be regular to be effective. The frequent use of a body part in vigorous physical activities will either improve its efficiency or help it remain at about the same state.

**Intensity**—physical exertion must be beyond that required for daily living to produce fitness gains.

**Time**—must be of sufficient duration to be effective.

**Type**—the specific type or mode of activity one chooses.

**Principles of Fitness Development:**

**Principle of Overload**—increasing the amount of work done or reducing the period of time in which the same amount of work is accomplished.

**Principle of Progression**—based on the concept that overload of a specific muscle group must be increased systematically over time.

**Principle of Specificity**—the improvement in the various aspects of fitness specific to the type of training and to the muscles being exercised.

**Principle of Individuality**—each student improves in level of fitness at one's own individual rate.

**Scientific Areas of Study:**

**Anatomy**—the science of the structure of organisms, such as the human body, and the interrelations of all parts.

**Biomechanics**—a branch of physics that analyzes motion and the action of forces on material bodies, including static, kinetics, and kinematics.

**Motor Development**—maturation of the neuromuscular mechanism which permits progressive performance in motor skills.

**Motor Learning**—the study of various factors which affect learning and performance of skills used in sports and activities (practice, repetition, and feedback).

**Physiology**—the study of the proper functioning of an organism; the science that includes the processes and mechanisms by which living animals and plants function under varied conditions.

**Specialized Movement Phase**—the period of sports skill acquisition beginning with children who have attained mature fundamental movement patterns and continuing throughout life.

**Transition Stage**—characterized by a high degree of interest in many sports with limited movement ability in any specific sport. (Occurs with students from about seven to ten years of age).

**Application Stage**—characterized by the application of skills and knowledge of the game to participation in the sport itself, usually in a competitive or recreational setting. (Typically, 11- to 13-year old students are in this stage.)

**Lifelong Utilization Stage**—based on previous fundamental skill and sport stages and continued throughout life. Individuals select activities which they wish to pursue.

**Target Heart Rate**—used to determine activity intensity. It is used to enhance the level of cardiovascular endurance. Target heart rate may be calculated by using the formula:  
[(Maximum heart rate'220' – age) X 0.70 = target rate]

**Weight Training**—a form of fitness training that usually includes working with four variables:

1. amount of resistance (weight) per lift;
2. number of repetitions of each lift (set);
3. number of sets per workout; and
4. number of workouts per week.

**Wellness**—a concept which suggests that all aspects of a person's life are balanced. In addition, wellness implies that a person will be active and free from disease.

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## Physical Education Research

1. "ASCD's Commission on the Whole Child met in January and July 2006. Composed of leading thinkers, researchers, and practitioners from a wide variety of sectors, the Commission was charged with recasting the definition of a successful learner from one whose achievement is measured solely by academic tests to one who is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, and prepared for work and economic self-sufficiency." Association For Supervision and Curriculum Development, Education Update, *ASCD Calls for a "New Compact" to Educate the Whole Child*. Volume 49, Number 3, March 2007.
2. "The new compact that frames the recommendations of the Commission has five components: **Each student enters school healthy and learns about and practices a healthy lifestyle.** Schools and communities committed to educating the whole child create an environment that promotes the learning and practice of healthy lifestyles. This includes healthy menus at school, regular recess, physical and health education, school counseling, and intramural programs." Association For Supervision and Curriculum Development, Education Update, *ASCD Calls for a "New Compact" to Educate the Whole Child*. Volume 49, Number 3, March 2007.
3. "The goal of physical education is to educate people to the point at which, when given the choice, they'll voluntarily choose to be physically active," says George Graham, Ph.D., a past president of the National Association for Sport and Physical Education." Quill, Scott. *Saving Generation XXL*. Men's Health, October 2006, pp. 148 – 152.
4. "Real trouble began in the 1970's. "Many adults had awful experiences with physical activity as kids, and now 'exercise' is a bad word to them," says Graham. The average American is not active and did not enjoy gym class. When phys ed failed the majority of American adults, he says, society as a whole began to conclude that it wasn't worthwhile." Quill, Scott. *Saving Generation XXL*. Men's Health, October 2006, pp. 148 – 152.
5. "It's important to hook them early. 'By the time kids reach third grade, they're making excuses for why they don't participate in exercise,' says Jim Liston, C.S.C.S., owner of Catz Competitive Athlete Training Zone, in Pasadena, California. Encouraging them in the early grades is crucial, he says. 'There's no fear of failure in kindergartners and first graders, but somewhere between first and third, kids become conscious of their bodies and of what other people think.'" Quill, Scott. *Saving Generation XXL*. Men's Health, October 2006, pp. 148 – 152.

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6. “The fitter children are, the better their brains work. That’s hard science from researchers at the University of Illinois at Urbana-Champaign, who tested elementary-school students. Physically fit kids had greater P3 amplitude, a measurement of brain activity related to memory and focus, and faster P3 latency, meaning they were able to process information faster. ‘Parts of your brain don’t develop until the late teenage years,’ says Charles H. Hillman, Ph.D., the study’s lead author. ‘These data show that those who are fit are better able to use what they have.’ Elementary-school students may have the most to gain from physical education. In a review of 44 studies examining the relationship between physical activity and cognition in children of varying ages, researchers at Arizona State University found that the youngest kids (grades one through five) improved cognitive development the most, followed by middle-school students. The California Department of Education found that the fittest students in the state scored best on academic tests. For instance, the average reading score of students who achieved one of six goals on the statewide fitness evaluation was 38; students who achieved all six fitness goals averaged a reading score of 52.” Quill, Scott. *Saving Generation XXL*. Men’s Health, October 2006, pp. 148 – 152.
  
  7. “Study after study proves what educators have long believed to be true: when children’s exercise and fitness needs are met, they have the cognitive energy to learn and achieve. Given the growing epidemic of obesity and the link between physical activity and academic performance, we must work together to make quality daily physical education a priority in our schools and to give our children more opportunities to be physically active throughout the school day.” *Building the Argument: The Need for Physical Education and Physical Activity in Our Schools*. Action for Healthy Kids, 2003.

# INTRODUCTION

## Colorado Model Content Standards for Physical Education

Physical education is a component of education that takes place through movement. It creates the opportunity for individuals to learn and understand academic applications for healthy lives. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in physical education settings. Students integrate and apply these skills in everyday life. Through regular participation in physical activity, students will have the opportunity to develop a pattern of life-enhancing and self-rewarding experiences that contribute to their potential to be healthier members of society. Students should be challenged to participate daily in healthy choices and health-enhancing activities and behaviors.

Physical education and athletic programs have different purposes. The purpose of physical education is for all students:

- to learn and develop fundamental movement skills
- to become physically fit to participate regularly in physical activity
- to know the implications of and the benefits from involvement in physical activities, and
- to appreciate the value of physical activity and its contributions to a healthy lifestyle.

In contrast, athletic programs are essentially designed for students who desire to specialize in one or more sports and refine their talents in order to compete with others of similar interests and abilities.

Developmentally appropriate physical education programs are designed for every child from the physically gifted to the physically challenged. The intent is to provide students of all abilities and interests with a foundation of movement experiences that will eventually lead to active and healthy lifestyles. Physical education provides educational experiences that are movement based and that contribute to a student's comprehensive health status as well as other areas of academic performance and achievement. Federal legislation mandates that all children should have the right to participate in developmentally appropriate physical education activities, therefore, special populations should be recognized and their needs addressed. Inclusion of physically and mentally challenged students creates special conditions in the physical education classroom. Adjustments in teaching strategies to educate students with challenging conditions must be expected and accepted as a variable which will influence student results.

As an integral part of the educational process, physical education provides opportunities for students to participate in activities that promote wellness. Utilizing the strategies of problem solving, goal setting, and cooperative learning, physical education contributes to the understanding and knowledge of a healthy, active lifestyle, emphasizes safe and cooperative physical activity practices and contributes to an understanding of the consequences of substance abuse and to the practice and

promotion of non-violent physical activity. As a result of physical education, students are more likely to be better prepared as productive students, workers and contributors to their communities and organizations within society, as documented by the American Heart Association; the U.S Department of Health and Human Services, “A Report of the Surgeon General and the National Association for Sport and Physical Education (NASPE).”

Advances in technology applied in the physical education classroom provide a tool for instruction, assessment and record keeping. Technology offers the opportunity for advancement in instruction and enhanced student learning in physical education.

The success of attaining physical education standards is directly related to student contact time, appropriate equipment, class size, and available facilities. Physical education can occur in a variety of environments such as the dance studio, swimming pool, gymnasium, field house, court, playing field, weight room, and out-of-doors. To ensure the competent delivery of safe physical education programs that are developmentally appropriate, standards should be administered by licensed physical education specialists.

# Colorado Model Content Standards

## PHYSICAL EDUCATION

- 1. Students demonstrate competent skills in a variety of physical activities and sports.**
- 2. Students demonstrate competency in physical fitness.**
- 3. Students demonstrate the knowledge of factors important to participation in physical activity.**

# **STANDARD 1: Students demonstrate competent skills in variety of physical activities and sports.**

## **RATIONALE**

*As with all academic areas, basic skills are the foundation of a more active and productive life. The daily quality application of fundamental movement skills is the process by which we develop skillful movers.*

In order to meet this standard, the student will:

- **demonstrate knowledge and application of fundamental movements skills: locomotor, non-locomotor\* and manipulative\*;**
- **move using the concepts from the movement framework\* - - body, space, effort, and relationship;**
- **demonstrate competency in a variety of developmentally appropriate movement skills;**
- **apply movement skills to new activities and sports; and**
- **demonstrate the application of rules, strategies and behaviors in a variety of physical activity and sports.**

## **Grades K-4**

In grades K-4, what students know and are able to do includes:

- demonstrating even rhythmic locomotor\* movements: walk, run, leap, hop, and jump and uneven rhythmic locomotor movements: gallop, slide and skip;
- demonstrating dynamic and static balance, with control, on a variety of moving and stationary objects or equipment;
- demonstrating mature patterns in the fundamental manipulative skills: throw, catch, kick, trap, roll, dribble, strike and volley;
- developing patterns and combinations of movement into repeatable sequences; and
- demonstrating the ability to change directions (dodge), transfer weight (feet to hands) and fall with control.

\* A glossary of terms can be found on pages 11-14 of this document.

### **Grades 5-8**

As students in grades 5-8 extend their knowledge, what they know and are able to do includes:

- incorporating basic defensive and offensive strategies in modified net games\* (e.g., tennis, volleyball, badminton) and invasive games\* (e.g., soccer, basketball);
- combining skills to competently participate in a variety of individual\*, team\* and dual\* sports (e.g., soccer, softball, tennis, track and field, team handball, field hockey and tumbling); and
- demonstrating one or more of the following dance or rhythmic activities: folk, square, social, creative, aerobic, modern, jazz, ballet and/or rhythmic activities such as rope jumping, lummi sticks\* and tinikling\*.

### **Grades 9-12**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes:

- demonstrating competency in one team-related activity or sport, through the execution of defensive and offensive strategies (e.g., soccer, softball, basketball, floor/field hockey, volleyball);
- demonstrating competency in one individual activity (e.g., aquatics, dance, gymnastics, golf, archery, adventure activities, and weight training); and
- demonstrating competency in one dual sport or game displaying an understanding of how it is played (e.g., tennis, badminton, racquetball, frisbee, handball).

## **STANDARD 2: Students demonstrate competency in physical fitness.**

### **RATIONALE**

*Through regular participation in physical activity, students will develop appropriate levels of physical fitness. By obtaining and maintaining appropriate levels of fitness, students will be able to carry out daily tasks without undue fatigue, respond to emergency situations, and possess sufficient energy to enjoy active and productive lifestyles.*

In order to meet the standard, students will:

- **develop health-related fitness\*: cardiovascular endurance\*, muscular endurance\*, muscular strength\*, flexibility\* and body composition\*;**
- **demonstrate competency in the following performance-related or motor skill fitness\* components: agility\*, balance\*, coordination\*, power\*, reaction time\*, and speed\*;**

- **demonstrate an understanding that physical fitness is a part of a wellness\* program; and**
- **design and use personal fitness programs and appropriate technology to achieve and maintain physical fitness.**

#### **Grades K-4**

In grades K-4, what students know and are able to do includes:

- performing aerobic\* and anaerobic\* self-testing activities;
- maintaining appropriate body alignment while performing fitness activities; and
- controlling and supporting body weight in a variety of fitness activities.

#### **Grades 5-8**

As students in grades 5-8 extend their knowledge, what they know and are able to do includes:

- demonstrating various techniques, safety factors and knowledge required in a variety of muscular endurance and strength activities;
- participating in a variety of aerobic and anaerobic activities to attain cardiovascular endurance;
- demonstrating correct techniques for increasing and maintaining flexibility;
- demonstrating correct techniques for warming up and cooling down prior to and following aerobic and anaerobic exercise; and
- demonstrating how physical fitness increases wellness.

#### **Grades 9-12**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes:

- sustaining and maintaining a moderate aerobic activity to achieve cardiovascular benefits;
- demonstrating principles of fitness development (overload\*, progression\*, specificity\* and individuality\*) in all areas of health-related fitness;
- demonstrating how to set goals for improvement in the areas of health-related fitness; and
- implementing and refining a personal fitness plan.

## **STANDARD 3: Students demonstrate the knowledge of factors important to participation in physical activity.**

In order to meet this standard, students will:

- **identify and describe the benefits, risks and safety factors associated with regular participation in physical activity;**
- **demonstrate knowledge that physical education activities**

- such as dance, and sports come from a variety of cultural, historical, ethnic and national origins;
- demonstrate knowledge of rules, strategies and appropriate behaviors for selected physical activities;
- demonstrate knowledge of biomechanical\* principles that apply to the development of movement skills, for example, the analysis of a tennis swing or of shooting a basket;
- demonstrate the ability to set personal and group activity goals; and
- demonstrate the ability to set personal and group activity goals using appropriate technology.

## **RATIONALE**

*The media and a variety of scientific sources report new evidence regarding the direct relationship between the comprehensive health of the student, the successful academic person and the quality producer in the work force. Therefore, in order to become a more active and productive citizen, the student must know how to make safe, healthy, and wise decisions about physical activity.*

### **Grades K-4**

In grades K-4, what students know and are able to do includes:

- demonstrating knowledge of games, rules and sportsmanship;
- demonstrating knowledge of the fundamental components, strategies, equipment and technology used for participation in a variety of physical activities;
- describing the healthful benefits that result from regular and safe participation in physical activity;
- identifying the origins of physical education activities through low-organized games\* and dances representing a variety of ethnic cultures;
- demonstrating knowledge of the mature stage\* of fundamental movement skills\*; and
- designing games and movement sequences.

### **Grades 5-8**

As students in grades 5-8 extend their knowledge, what they know and are able to do includes:

- demonstrating an understanding of the negative effects of substance abuse on personal fitness and the performance of physical activities;
- demonstrating an understanding of physiological\* and motor learning\* concepts during regular participation in physical activities;
- developing and maintaining an individual plan of activity using appropriate technological advances;
- demonstrating knowledge of the factors in both health-related and performance-related fitness;
- demonstrating knowledge of the roles of team members and officials in sports;
- demonstrating knowledge of defensive and offensive strategies in lead-up

- games\* and sports;
- demonstrating knowledge of complex movement skills used in physical activities;
- identifying the influences of culture, ethnicity and history on dance, low-organized and lead-up games, and other physical activities; and
- detecting, analyzing, and correcting errors in personal performance.

### **Grades 9-12**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes:

- demonstrating cooperative participation when engaged in competitive physical activities by following the rules and regulations specific to that activity;
- identifying performance-related factors\* that contribute to participation in physical activity.
- comparing and contrasting the strategies of defense and offense in various sports;
- identifying and explaining the cultural, ethnic and historical roles of games, sports and dance;
- investigating the time, cost, available technology and participation requirements involved in a choice of physical activities;
- evaluating risks and safety factors that may affect physical activity throughout life; and
- analyzing biomechanical principles involved in sport to improve performance and reduce injury.

3. Exhibits a physically active lifestyle.
  - Engage in moderate to vigorous physical activity.
  - Select and participate in activities that require some physical exertion during unscheduled times.
  - Identify likes and dislikes connected with participation in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
  - Sustain moderate to vigorous physical activity for short periods of time.
  - Identify the physiological signs of moderate physical activity (e.g., fast heart rate, heavy breathing).
5. Demonstrates responsible personal and social behavior in physical activity settings.
  - Apply, with teacher reinforcement, classroom rules and procedures and safe practices.
  - Share space and equipment with others.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
  - Recognize the joy of shared play.
  - Interact positively with students in class regardless of personal differences (e.g., race, gender, disability).
7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.
  - Engage in physical activities.
  - Associate positive feelings with participation in physical activity.
  - Try new movement activities and skills.

## **Second Grade**

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
  - Demonstrate mature form in skipping, hopping, galloping and sliding.
  - Demonstrate mature motor patterns in simple combinations (e.g., dribbling while running).
  - Demonstrate smooth transitions between sequential motor skills (e.g., running into a jump).
  - Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations (e.g., partner needs for

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- force production, tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms).
- Demonstrate control in traveling activities and weight bearing and balance activities on a variety of body parts.
2. Applies movement concepts and principles to the learning and development of motor skills.
    - Identify the critical elements of basic movement patterns.
    - Apply movement concepts to a variety of basic skills.
    - Use feedback to improve performance.
  3. Exhibits a physically active lifestyle.
    - Experience and express pleasure from participation in physical activity.
    - Engage in moderate to vigorous physical activity outside of physical education class.
    - Identify at least one activity associated with each component of health-related physical activity.
  4. Achieves and maintains a health-enhancing level of physical fitness.
    - Engage in sustained physical activity that causes an increased heart rate and heavy breathing.
    - Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).
    - Identify the components of health-related physical fitness.
  5. Demonstrates responsible personal and social behavior in physical activity settings.
    - Apply rules, procedures, and safe practices with little or no reinforcement.
    - Follow directions.
    - Work cooperatively with another to complete an assigned task.
  6. Demonstrates understanding and respect for differences among people in physical activity settings.
    - Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, disability).
    - Treat others with respect during play.
    - Resolve conflicts in socially acceptable ways.
  7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
    - Gain competence to provide increased enjoyment in movement.
    - Try new activities.

- Express feelings about and during physical activity.
- Enjoy interaction with friends through physical activity.

## **Fourth Grade**

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
  - Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.
  - Adapt a skill to the demands of a dynamic, unpredictable environment.
  - Acquire beginning skills of a few specialized movement forms.
  - Combine movement skills in applied settings.
2. Applies movement concepts and principles to the learning and development of motor skills.
  - Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
  - Use critical elements of fundamental and specialized movement skills to provide feedback to others.
  - Recognize and apply concepts that impact the quality of increasingly complex movement performance.
3. Exhibits a physically active lifestyle.
  - Select and participate regularly in physical activities for the purpose of improving skill and health.
  - Identify the benefits derived from regular physical activity.
  - Identify several moderate to vigorous physical activities that provide personal pleasure.
4. Achieves and maintains a health-enhancing level of physical fitness.
  - Identify several activities related to each component of physical fitness.
  - Associate results of fitness testing to personal health status and ability to perform various activities.
  - Meet the health-related fitness standards as defined by Fitnessgram.
5. Demonstrates responsible personal and social behavior in physical activity settings.
  - Follow, with few reminders, activity-specific rules, procedures, and etiquette.
  - Utilize safety principles in activity situations.

- Work cooperatively and productively with a partner or small group.
  - Work independently and on-task for short periods of time.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
- Explore cultural/ethnic self-awareness through participation in physical activity.
  - Recognize the attributes that individuals with differences can bring to group activities.
  - Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- Experience enjoyment while participating in physical activity.
  - Enjoy practicing activities to increase skill competence.
  - Interact with friends while participating in group activities.
  - Use physical activity as a means of self-expression.

### **Sixth Grade**

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Demonstrate mature form for all basic manipulative, locomotor and nonlocomotor skills.
  - Demonstrate increasing competence in more advanced specialized skills.
  - Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.
  - Demonstrate beginning strategies for net and invasion games.

2. Applies movement concepts and principles to the learning and development of motor skills.
  - Use information from a variety of sources of internal and external origin to improve performance.
  - Identify and apply principles of practice and conditioning that enhance performance.
  - Recognize general characteristics of movement that can be applied to specific settings (e.g., similarity of the ready position in striking movement forms).
  - Use basic offensive and defensive strategies in noncomplex settings.
3. Exhibits a physically active lifestyle.
  - Identify opportunities in the school and community for regular participation in physical activity.
  - Participate daily in some form of health-enhancing physical activity.
  - Analyze personal interests and capabilities in regard to one's exercise behavior.
  - Identify the critical aspects of a healthy lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
  - Participate in moderate to vigorous physical activity in a variety of settings.
  - Monitor intensity of exercise.
  - Begin to develop a strategy for the improvement of selected fitness components.
  - Work somewhat independently with minimal supervision in pursuit of personal fitness goals.
  - Meet the health-related fitness standards as defined by Fitnessgram.
5. Demonstrates responsible personal and social behavior in physical activity settings.
  - Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
  - Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
  - Make conscious decisions about applying rules, procedures, and etiquette.
  - Utilize time effectively to complete assigned tasks.

6. Demonstrates understanding and respect for differences among people in physical activity settings.
  - Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability, and seek to learn more about both similarities and differences.
  - Cooperate with disabled peers and those of different gender, race, and ethnicity.
  - Work cooperatively with both more and less skilled peers.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
  - Recognize physical activity as a positive opportunity for social and group interaction.
  - Demonstrate enjoyment from participation in physical activities.
  - Recognize that success in physical activities leads to recognition from peers.
  - Use physical activity to express feelings.
  - Seek personally challenging experiences in physically active opportunities.

## **Eighth Grade**

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
  - Demonstrate competence in modified versions of a variety of movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
  - Understand and apply more advanced movement and game strategies.
  - Identify the critical elements of more advanced movement skills.
  - Identify the characteristics of highly skilled performance in a few movement forms.
  - Understand and apply more advanced discipline specific knowledge.
3. Exhibits a physically active lifestyle.
  - Establish personal physical activity goals.
  - Participate regularly in health-enhancing physical activities to accomplish these goals (in and out of the physical education class).
  - Explore a variety of new physical activities for personal interest in and out of the physical education class.
  - Describe the relationships between a healthy lifestyle and “feeling good.”

4. Achieves and maintains a health-enhancing level of physical fitness.
  - Participate in a variety of health-related fitness activities in both school and non-school settings.
  - Assess physiological indicators of exercise during and after physical activity.
  - Understand and apply basic principles of training to improving physical fitness.
  - Begin to develop personal fitness goals independently.
  - Meet the health-related fitness standards as defined by Fitnessgram.
5. Demonstrates responsible personal and social behavior in physical activity settings.
  - Recognize the influence of peer pressure.
  - Solve problems by analyzing causes and potential solutions.
  - Analyze potential consequences when confronted with a behavior choice.
  - Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
  - Recognize the role of sport, games, and dance in modern culture.
  - Identify behaviors that are supportive and inclusive in physical activity settings.
  - Willingly join others of diverse culture, ethnicity, and race during physical activity.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
  - Enjoy participation in physical activity.
  - Recognize the social benefits of participation in physical activity.
  - Try new and challenging activities.
  - Recognize physical activity as a vehicle for self-expression.

## **Tenth Grade**

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
  - Demonstrate competence (basic skills, strategies and rules) in an increasing number of more complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, gymnastics.
2. Applies movement concepts and principles to the learning and development of motor skills.
  - Use more specialized knowledge to develop movement competence or proficiency.
  - Identify and apply critical elements to enable the development of movement competence/proficiency.
  - Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency.
  - Understand and independently apply discipline specific information to their own performance.
3. Exhibits a physically active lifestyle.
  - Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.
  - Seek and select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment.
  - Develop and conduct independently a personal physical activity program meeting their needs.
4. Achieves and maintains a health-enhancing level of physical fitness.
  - Participate in a variety of health-enhancing physical activities in both school and nonschool settings.
  - Use principles of training for the purpose of modifying levels of fitness.
  - Assess personal health-related fitness status.
  - Begin to design personal health-related fitness programs based on an accurately assessed fitness profile.
  - Meet the health-related fitness standards as defined by Fitnessgram.

5. Demonstrates responsible personal and social behavior in physical activity settings.
  - Apply safe practices, rules, procedures, and etiquette in all physical activity settings.
  - Act independently of peer pressure.
  - Resolve conflicts in appropriate ways.
  - Keep the importance of winning and losing in perspective relative to other established goals of participation.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
  - Recognize the value of sport and physical activity in understanding multiculturalism.
  - Invite others with differences (e.g., ethnicity, gender, disabilities) to join in personally enjoyable physical activity.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
  - Enjoy participating in a variety of physical activities in competitive and recreational settings.
  - Pursue new activities both alone or with others.
  - Enjoy working with others in a sport activity to achieve a common goal.
  - Recognize that physical activity can provide a positive social environment for activities with others.

## **Physical Education Resources**

*Thinking on Your Feet*, by Jean Blaydes

Smart Moves, *Why Learning is Not All In Your Head*, by Carla Hannaford, Ph.D.

*No Standing Around in My Gym*, by J.D. Hughs

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