

Please review the Physical Education draft content standards and provide commentary via Zoomerang survey link

<http://www.zoomerang.com/Survey/WEB22DQ TENKLPT>

Content Title: PHYSICAL EDUCATION

Content Standard 1.0: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

STRAND	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12
Content Standard 1.0	<i>By the end of Grade 2, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 5, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 8, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 12, students know and are able to do everything required in previous grades and:</i>
Locomotor and Nonlocomotor Movement	1.2.1. Demonstrate the basic elements of locomotor and nonlocomotor movement forms.	1.5.1. Utilize locomotor and nonlocomotor movements in physical activities.	1.8.1. Apply locomotor and nonlocomotor movements into a sport activity.	1.12.1 Demonstrate proficiency in multiple movement forms in two or more sport activities.
Manipulative Skills	2.2.1. Perform a variety of basic level manipulative skills in isolation.	2.5.1. Perform manipulative skills in simple combinations.	2.8.2. Demonstrate the elements of manipulative skills in a dynamic environment.	2.12.2 Perform multiple sport activities using advanced manipulative skills.
Motor Skills and Pattern Progression	3.2.1. Perform various movement combinations.	3.5.1. Apply various movement combinations to lead-up activities.	3.8.3. Apply critical elements of specificity to strategies and tactics within game play.	3.12.3 Analyze performance and results for personal improvement.

Definitions 1.0

Concept – A general idea or understanding.

Content Standards – Stated expectations that specify what students should know and be able to do for a given discipline.

Dynamic Environment – Apply a skill with more than one variable introduced (i.e. speed, opponents, combining two skills).

Locomotor Movement – Locomotor skills are used to move the body from one place to another or to project the body upward, including walking, running, jumping, leaping, hopping, skipping, sliding, and galloping.

Manipulative Skill – Movement that occurs in conjunction with an object (i.e. dribbling a basketball).

Movement Form – All movement parts that define a skill (i.e. throwing, skipping, and catching).

Movement pattern – An organized series of related movements.

Motor Skills – Physical activity that is directed toward a specific function or goal. The term can be used to refer to one discrete skill (e.g. Throwing) or a more general ability to perform physical skills competently (e.g. as in “The student has the motor skill needed to perform that sport”.)

Nonlocomotor Movement – Movement that is organized around the axis of the body, including bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, swinging etc.

Content Title: PHYSICAL EDUCATION

Content Standard 2.0: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

STRAND	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12
Content Standard 2.0	<i>By the end of Grade 2, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 5, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 8, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 12, students know and are able to do everything required in previous grades and:</i>
Concepts and Principles	2.2.1. Identify the basic elements of movement.	2.5.1. Utilize the elements of movement vocabulary.	2.8.1 Demonstrate understanding of the critical elements in specialized skills.	2.12.1. Analyze complex skills in a sport/ activity setting.
Strategies and Tactics	2.2.2. Explain basic strategies and tactics in low organized activities.	2.5.2. Connect basic strategies and tactics in low organized activities.	2.8.2. Analyze strategies and tactics within game play.	2.12.2 A. Synthesize strategies and tactics in a sport activity setting. 2.12.2 B. Critique self-performance to improve movement skills.

Definitions 2.0

Basic Elements of Movement – Add text definition with i.e. examples

Dynamic Environment – Apply a skill with more than one variable introduced (i.e. speed, opponents, combining two skills).

Locomotor Movement – Locomotor skills are used to move the body from one place to another or to project the body upward, including: walking, running, jumping, leaping, hopping, skipping, sliding, and galloping.

Mature – Demonstrates a movement that contains all the basic elements of that movement done in proper sequence and with proper timing

Manipulative Skills – Movement that occurs in conjunction with an object (i.e. dribbling a basketball).

Movement Form – All movement parts that define a skill (i.e. throwing, skipping, and catching).

Motor Skills – Utilization of the body's muscles to enact a movement form.

Nonlocomotor Movement – Movement that is organized around the axis of the body, includes: bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.

Rhythmic Movement – Use of hands, feet, drums, recorder and/or segments of music of various tempos.

Specialized Skills – Add text definition with i.e. examples.

Sport/Activity – Justification of what is meant in the 2.12.1 content box.

Content Title: PHYSICAL EDUCATION

Content Standard 3.0: Participate **regularly** in physical activity.

STRAND	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12
Content Standard 3.0	<i>By the end of Grade 2, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 5, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 8, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 12, students know and are able to do everything required in previous grades and:</i>
Self-Management Skills	3.2.1. Demonstrate ways to be physically active during and outside of the school day.	3.5.1. Utilize opportunities at school and within the community for regular participation in physical activity that assist in meeting national physical activity guidelines.	3.8.1. Demonstrate effective self-management skills that enable participation in regular physical activity both during and outside of school.	3.12.1. Evaluate the benefits of regular participation in physical activity using community resources.
Moderate to vigorous physical activity	3.2.2. Demonstrate the role of moderate to vigorous physical activity in achieving or maintaining good health.	3.5.2. Demonstrate the differences between sedentary, light, moderate, and vigorous physical activity.	3.8.2. Analyze the benefits and health outcomes of participation in moderate to vigorous physical activity.	3.12.2. Apply concepts of participating in a variety of moderate to vigorous physical activities appropriate for maintaining an active lifestyle.
Establishing Healthy Activity Patterns	3.2.3. Demonstrate physical activity through play.	3.5.3. Examine the significance of physical activity in the maintenance of a healthy lifestyle.	3.8.3. Evaluate the benefits and value of various physical activities for individual health.	3.12.3 A. Analyze why adult patterns of physical activity participation change throughout life. 3.12.3 B. Create meaningful strategies for continued participation in physical activity throughout life.

The Difference Between Physical Education and Physical Activity

There is a difference between physical education and physical activity and both are vital to a comprehensive school physical activity program.

Physical Education is a planned, sequential K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas. Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a safe, supportive environment. School physical education programs offer the best opportunity to provide instruction in a safe, supportive environment. School physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain active lifestyle.

Physical Activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves. Similar health benefits to those received during a physical education class are possible during physical activity bouts when the participant is active at an intensity that increases heart rate and produces heavier than normal breathing.

Physical Activity – is strictly defined as any bodily movement produced by skeletal muscles that result in an expenditure of energy. These activities can require light, moderate, or vigorous effort and can lead to improved health if they are practiced **regularly. Children need 60 minutes a day of moderate to vigorous physical activity (MVPA) a day.**

- **Light activity – not sitting still or lying down**
- **Moderate activity – activity that increases your heart and breathing rate and makes you sweat. You can talk but cannot sing.**
- **Vigorous activity – activity in which you are breathing rapidly and unable to speak in long sentences, only short phrases. Your heart rate is substantially increased and you are noticeably sweating.**

Content Title: PHYSICAL EDUCATION

Content Standard 4.0: Achieves and maintains a **health-enhancing** level of physical fitness.

STRAND	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12
Content 4.0	<i>By the end of Grade 2, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 3, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 5, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 8, students know and are able to do everything required in previous grades and:</i>
Health-related Fitness Components	4.2.1 Identify health-related fitness components in various physical activities.	4.5.1. Describe and participate in activities involving each of the health-related fitness components for the purpose of improving personal fitness.	4.8.1. A. Apply training and conditioning principals to improve personal physical fitness. 4.8.1. B. Monitor personal fitness status for health-related fitness components to develop fitness goals.	4.12.1 Create a personal physical activity program based on fitness assessment for the purpose of achieving and maintaining health-related fitness.
Physiological Effects & benefits of Physical Fitness	4.2.2. A. Identify physiological signs of light, moderate and vigorous physical activity. 4.2.2. B. Identify physical and sedentary activities.	4.5.2. Identify the benefits that result from long-term participation in physical activity as well as individual differences in physical fitness levels.	4.8.2..Monitor physiological effects during various physical activities and intensity levels.	4.12.2 Analyze health and fitness benefits derived from participation in various physical activities and sports.

Definitions – 4.0

Aerobic – An individual's ability to use oxygen for an extended period of time.

Add BMI – Definition

Body Composition – Proportion of body fat to lean body mass.

Cardiorespiratory/Aerobic Endurance – Involves the ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.

Components of Physical Fitness – Aerobic/Cardiorespiratory Endurance, Body Composition, Flexibility, and Muscular Strength and Endurance.

Cool-down – A period of light activity following moderate to vigorous activity that allows the body to slow down and gradually return to near resting levels. The body needs this gradual recovery to ensure proper blood flow back to the heart, reduce muscle stiffness and soreness, remove lactic acid, and prevent lightheadedness, dizziness, or even fainting.

Exercise – is physical activity that is planned, structured, and repetitive bodily movement done to improve or maintain one or more of the components of health-related fitness.

FITT – It is a fitness principle that involves Frequency, Intensity, Time, and Type of exercise.

- Frequency – How often a person performs the target health-related physical activity.
- Intensity – How hard a person exercises during a physical activity period
- Time – How long an activity should be performed (duration).
- Type – What kind of activity a person chooses to perform in each area of health-related fitness.

Flexibility – The ability to move muscles and joints through a range of motion.

Goal setting – Planning for a result that can be achieved.

Add Health Related Fitness Components definition here

Health/Wellness – It has five parts or dimensions: physical/body, emotional, social, intellectual, and environmental.

Heart rate – The number of heartbeats in a minute.

Muscular Endurance – The ability of muscles to sustain repeated productions of force at low to moderate intensity over an extended period of time.

Muscular Strength – The ability of muscles to produce force at high intensity over a short period of time.

Definitions – 4.0 – cont'd

Overload – It is a fitness principle that states that a body system (cardiorespiratory, muscular, or skeletal) must perform at a level beyond normal in order to adapt and improve physiological function and fitness.

Physical Activity – is strictly defined as any bodily movement produced by skeletal muscles that result in an expenditure of energy. These activities can require light, moderate, or vigorous effort and can lead to improved health if they are practiced regularly. **Children need 60 minutes a day of moderate to vigorous physical activity (MVPA) a day.**

- **Light activity – not sitting still or lying down**
- **Moderate activity – activity that increases your heart and breathing rate and makes you sweat. You can talk but cannot sing.**
- **Vigorous activity – activity in which you are breathing rapidly and unable to speak in long sentences, only short phrases. Your heart rate is substantially increased and you are noticeably sweating. (This is being repeated for Content Standard 3.0)**

Physical Fitness – The ability to carry out daily tasks with vigor and alertness, without undue fatigue and with ample energy, to engage in leisure –time pursuits, and to meet the above-average physical stresses encountered in emergency situations. Factors that affect fitness are exercise, nutrition, heredity, age and gender.

Physiological – The body's physical functions (i.e. breathing, sweating, and heart rate).

Progression – A principle of training that establishes increases in the amount and intensity of physical activity needed to provide improvements over periods of time.

Specificity – A fitness principle that states that explicit activities that target a particular body system must be performed to bring about fitness changes in that area.

Skill related fitness components

Agility –The ability of the body to change position rapidly and accurately while moving in space.

Balance – The body's ability to maintain a state of equilibrium while remaining stationary or moving.

Coordination – The ability of the body to perform smoothly and successfully more than one motor task at the same time. The ability to combine the senses with movement (e.g. hand-eye coordination).

Definitions – 4.0 – cont'd

Power – The ability to transfer energy explosively into force. To develop power, a person must practice activities that required to improve strength, but at a faster rate involving sudden bursts of energy. It is the ability to combine strength and speed.

Reaction time – The time it takes to move after hearing, seeing, feeling, or touching; the time from stimulation to reaction.

Speed – The ability of the body to perform movement in a short period of time, to move quickly.

Target heart rate – The number of heartbeats in a minute needed to improve fitness.

Technology – Heart rate monitors, pulse monitors, pedometers, caloric counters, stop watches, video cameras, VCR/DVD, scales, and DLP projectors.

Warm-up – A low-intensity activity done before a full-effort or main activity to prepare the body for upcoming more intense activity. A proper warm-up improves muscle function, maximizes blood flow to the muscles, and improves flexibility.

Content Title: PHYSICAL EDUCATION

Content Standard 5.0: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

STRAND	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12
Content 5.0	<i>By the end of Grade 2, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 5, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 8, students know and are able to do everything required in previous grades and:</i>	<i>By the end of Grade 12, students know and are able to do everything required in previous grades and:</i>
Self-Responsibility	5.2.1. Show responsibility for one's own behavior.	5.5.1 Exhibit responsible personal and social behavior while working individually and/or in groups.	5.8.1. Demonstrate responsible decision-making ability.	5.12.1 Exhibit acceptance of individual roles within a group.
Social Interaction	5.2.2. Engage in physical activity with respect for others.	5.5.2. Demonstrate positive interactions in cooperative or competitive situations.	5.8.2. Demonstrate an acceptance of personal differences.	5.12.2. Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
Safety	5.2.3. Demonstrate awareness of safety for self and others during both structured and recreational physical activities.	5.5.3. Apply safety practices associated with participation in physical activity.	5.8.3. Analyze safe practices while participating in a physical activity setting.	5.12.3. Evaluate physical activity for injury potential.

Definitions – 5.0

Elements – Basic part of a movement.

Etiquette – Established rules of conduct specific to particular games, sports, or activities (i.e., during a volleyball game, the ball is returned by rolling it under the net).

Respect – Willingness to show consideration or appreciation for one another (i.e. listening to others, not using put-downs).