

Content Title: PHYSICAL EDUCATION

Content Standard 1.0: Students understand and apply movement concepts and principles to the learning and development of motor skills.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Vocabulary	1.2.1 Understand the vocabulary of simple movement patterns.	1.3.1 Utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities.	1.5.1 Utilize vocabulary to differentiate between more complex game-like strategies (i.e. offense, defense).	1.8.1 Describe a strategy for sport utilizing appropriate vocabulary.	1.12.1 Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e. round robin tournament).
Concepts	1.2.2 Identify the basic elements (i.e. opposition) of movement forms	1.3.2A Apply basic elements to improve personal performance. 1.3.2B Apply the basic elements of a movement form in a dynamic environment.	1.5.2A Identify and apply the intermediate elements (i.e. force and accuracy) of movement forms. 1.5.2B Apply simple strategies to game like situations.	1.8.2 Describe and apply the advanced elements (i.e. speed) of movement forms and game strategies (i.e., softball game situation).	1.12.2 Integrate discipline-specific knowledge to new physical activities.
Performance Enhancement	1.2.3 Identify and respond to cues that enhance skill performance (i.e., when catching, “look, reach and give”).	1.3.3 Identify simple cues in the performance of peers.	1.5.3 Identify the characteristics of highly skilled performance in a few movement forms.	1.8.3 Evaluate movement forms for skill improvement (i.e., checklists, rubrics).	1.12.3 Analyze personal performance and apply results for improvement (i.e. lower target heart rate).

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Physiological Effects	1.2.4 Identify the physiological signs of moderate physical activity (i.e. fast heart rate and perspiring).	1.3.4 Know how to monitor the physiological changes occurring during moderate physical activity (i.e. heavy and muscular breathing fatigue).	1.5.4 Explain the physiological factors (i.e. heredity) affecting individual differences in physical fitness levels.	1.8.4 Recognize physiological benefits of exercise during and after physical activity.	1.12.4 Analyze and compare health and fitness benefits derived from various physical activities.

Definitions 1.0

Concept: A general idea or understanding.

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

Force: The use of power or exertion.

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 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, including bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, swinging etc.

Opposition: Coordinated movement of arms and legs on the opposite sides of the body (i.e. in right-handed throwing, the forward step should be made with the left foot).

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Content Standard 2.0: Students demonstrate competency in many movement forms and proficiency in a few movement forms.

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Locomotor and Nonlocomotor Movement	2.2.1 Demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination.	2.3.1 Demonstrate a mature form in most locomotor and nonlocomotor movements.	2.5.1 Utilize locomotor and nonlocomotor movements in physical activities.	2.8.1 Refine locomotor and nonlocomotor movements in a sport setting.	
Manipulative Skills	2.2.2 Perform a variety of basic level manipulative skills in isolation (i.e. bouncing & catching).	2.3.2A Combine manipulative skills in simple combinations (i.e. Catch and throw, dribbling while running). 2.3.2B Perform a variety of manipulative skills in an uncomplicated yet changing environment.	2.5.2 Execute a combination of skills in a new and dynamic environment.	2.8.2 Refine previously learned manipulative skills. 2.8.2b Demonstrate the elements of more advanced manipulative skills (i.e. overhand serve).	2.12.2 Demonstrate proficiency in at least three movement forms in two or more sports.

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Weight Transfer and Balance	2.2.3 Demonstrate a combination of 2 simple weight transfers and balance movements (i.e. one leg to another, feet to hands).	2.3.3 Sequence combinations of more complex weight transfer and balance movements (i.e. balance to a roll).	2.5.3 Create and perform sequence, alone or with a group, that combines weight transfer and balance movements.	2.8.3 Explain how scientific principles (i.e. force & speed) apply to weight transfer and balance movements.	2.12.3 Apply scientific principles to weight transfer and balance movements.

Definitions 2.0

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, including: bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.

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Content Standard 3.0: Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.

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Elements of movement ⁽¹⁾	<p>3.2.1A Create shapes at high, medium, and low levels in a movement sequence.</p> <p>3.2.1B Demonstrate locomotor movements in varying directions (i.e. forward, backward, sideways), and pathways (i.e. straight, curved).</p> <p>3.2.1C Demonstrate qualities of movement (i.e. heavy/light, strong/weak, tight/loose).</p>	<p>3.3.1A Create shapes at high, medium, and low levels in a movement sequence with a partner.</p> <p>3.3.1B Demonstrate locomotor movements in varying directions and pathways with a partner.</p> <p>3.3.1C Demonstrate qualities of movement with a partner.</p>	<p>3.5.1A Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways.</p> <p>3.5.1B Clearly demonstrate a range of qualities of movement (i.e. bound/free percussive/sustained)</p> <p>3.5.1C Observe and identify the action (i.e. skip, gallop) and movement elements (i.e. direction, level) of brief movement sequences.</p>	<p>3.8.1A Identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles and/or traditional styles of dance.</p> <p>3.8.1B Observe and describe (i.e. breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.</p>	<p>3.12.1A Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.</p> <p>3.12.1B Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.</p>

<p>Choreography⁽²⁾</p>	<p>3.2.2A Create a movement sequence with a beginning, middle, and end with or without a prop (i.e. lummi sticks, streamers). 3.2.2B Demonstrate relationship qualities (i.e. near/far, over/under, next to)</p>	<p>3.3.2A Create a movement sequence with a beginning, middle, and end with a partner with or without a prop (i.e. lummi sticks, streamers). 3.3.2B Demonstrate partner skills (i.e. copying, leading, following, and/or mirroring).</p>	<p>3.5.2A Create and perform an identifiable beginning middle, and end of a movement sequence both with and without rhythmic accompaniment. 3.5.2Bb Apply partner skills while creating a movement sequence. 3.5.2C Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement. 3.5.2D Recognize the elements of movement (i.e. shape, level, and pathways) found in dance, sports, and everyday actions.</p>		
<p>Communication⁽³⁾</p>	<p>3.2.3 Discuss and demonstrate how movement in dance is used to communicate.</p>	<p>3.3.3A Express emotions through movement (i.e. happy, sad, angry). 3.3.3B Observe and discuss how dance differs from and/or is the same as sports and everyday actions.</p>	<p>3.5.3A Create a movement sequence to express an idea/concept. 3.5.3B Discuss interpretations and reactions to a movement sequence.</p>		

Rhythmic movement ₍₄₎	3.2.4A Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e. lummi sticks, jump ropes, and streamers).	3.3.4A Perform various movements to a steady beat with or without a prop with a partner. 3.3.4B Move to a steady beat at various tempos.	3.5.4A Create and perform various movements to a steady beat with or without a prop (i.e. tinkling poles) within a group. 3.5.4B Move to a musical beat and respond to changes in tempo (i.e. use a hand drum, recorder, segments of music of various tempos).	3.8.4 Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e. perform simple rhythmic dance sequences).	3.12.4 Demonstrate rhythmic acuity.
Organized ₍₅₎ Dance	4.2.5 Perform simple folk and/or social (i.e. bunny hop, line dance, contemporary) dances.	3.3.5 Perform folk, and/or social dances from various cultures.	3.5.5a Perform more technically complex folk, and/or social, dances and identifying the cultural and historical contexts.	3.8.5 Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.	3.12.5 Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.

Notes: For in-depth dance studies grades 3 –12 see:

- (1) Dance Content Standard 1.0: Students identify and demonstrate movement elements and skills in dance performance.
- (2) Dance Content Standard 2.0: Students understand choreographic principles and processes.
- (3) Dance Content Standard 3.0: Students use and recognize dance as a way to create and communicate meaning.
- (4) Dance Content Standard 1.0: Students identify and demonstrate movement elements and skills in dance performance (1.3.6, 1.5.6, 1.8.6, 1.12.6).
- (5) Dance Content Standard 5.0: Students perform dance from various cultures and historical periods.

Definitions – 3.0

Movement sequence: A short series of movements.

Nonlocomotor Movement: Movement that is organized around the axis of the body. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and other such skills.

Qualities of Movement: The energy or force applied to movement (i.e. strong/weak, percussive/sustained).

Theatrical styles include ballet, jazz, modern, musical theater, tap, etc.

Traditional styles include classical (court dances), ethnic, folk, social (ballroom to contemporary), etc.

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Content Standard 4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

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Assessment	4.2.1 Identify health-related fitness components addressed in selected exercises.	4.3.1 Describe implications of the results of formal health-related fitness assessment.	4.5.1 Create personal goals related to fitness assessment.	4.8.1 Design a personal health-related fitness program based on an accurately assessed fitness profile.	4.12.1 Refine health-related fitness goals as defined by a formal guideline.
Cardio Respiratory Exercise	4.2.2 Engage in daily moderate to vigorous structured physical activity.	4.3.2 Sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness.	4.5.2 Maintain a continuous aerobic activity (at a target heart rate) for a specified time.	4.8.2 Understand and apply principles of training/ conditioning (i.e. threshold, overload and specificity) to regular fitness activities.	4.12.2 Independently engage in physical activity that addresses fitness and wellness throughout life.

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Health-related Components	4.2.3 Identify health-related fitness components (i.e. muscular strength, muscular endurance, flexibility, cardiorespiratory and body composition).	4.3.3 Engage in activity that results in the development of health-related components.	4.5.3 Identify the health-related components of fitness in various activities.	4.8.3. Identify and/or participate in a variety of health-related fitness activities in both school and community.	4.12.3 Analyze a personal healthy lifestyle independent of teacher intervention.
Safety	4.2.4 Perform various structured exercises in a safe manner.	4.3.4 Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.	4.5.4 Utilize proper warm-up, conditioning, and cool-down techniques.	4.8.4 Compare safe and unsafe exercises and demonstrate safe exercise alternatives.	4.12.4 Evaluate physical activity for injury potential.

Definitions – 4.0

Aerobic: An individual’s ability to use oxygen for an extended period of time.

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

Cardiorespiratory: Involves the ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.

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

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.

Overload: The amount of exercise that is needed to improve fitness levels.

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

Wellness: The balance among the interdependent components (i.e. physical, social, and emotional) that contribute to a person's well-being.

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Content Standard 5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

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Self Responsibility	5.2.1 Apply class rules, procedures and safe practices with teacher reinforcement.	5.3.1 Apply class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.	5.5.1 Make proper decisions about applying rules, procedures, and etiquette.	5.8.1 Analyze potential consequences when confronted with a behavior choice.	5.12.1 Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.
Social Interaction	5.2.2 Engage in physical activity involving cooperation and sharing to complete assigned task.	5.3.2 Identify positive responses to challenges, successes and failures in physical activity (i.e. sportsmanship).	5.5.2 Demonstrate positive responses to challenges, successes and failures in physical activity.	5.8.2 Work cooperatively within a group to achieve goals in cooperative or competitive situations.	5.12.2 Accept leadership responsibility in a group setting.
Diversity	5.2.3 Demonstrate components of respect during activities regardless of personal differences (i.e. skill level, gender, race and disability).	5.3.3 Understand and accept purpose for modifying activities with regard to diversity and physical ability.	5.5.3 Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.	5.8.3 Demonstrate behavior which is supportive and inclusive in physical activity settings.	5.12.3 Evaluate the role of physical activity in a diverse society (i.e. skill level, gender, race and disability).

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Content Standard 5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

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Multi-Cultural Appreciation and Tolerance	5.2.4 Participate in multi-cultural activities (dance, games, and activities).	5.3.4 Understand the connection between a dance, game or sport and the culture in which it originates.	5.5.4 Identify similarities and differences in games, sports and dance from other cultures.	5.8.4 Demonstrate a multicultural physical activity to others (i.e. dance, games, and sports).	

Definitions – 5.0

Diversity: Quality of being different.

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 putdowns).