

KINDERGARTEN - SECOND GRADE

The emphasis of physical education in **Kindergarten-Second grade** is to assist student development in fundamental motor skills, manipulative skills and movement experiences. Cognitive concepts associated with movement and fitness will enable the student to develop positive attitudes toward healthy lifestyles and physical activities.

Kindergarten-Second grade students begin to understand and model acceptable behaviors for the physical activity setting. Safe practices, classroom rules and procedures are prominent issues during instruction. Concepts of cooperation are introduced through small group activities, involving sharing equipment and space. Kindergarten students must be encouraged to participate in physical activities in and out of the classroom setting. Teachers must reinforce to students the importance of practice in order to learn and that it is acceptable to be a beginner when trying new skills.

Teachers in **first grade** should reinforce the benefits of participating in physical activity. Since young students can only focus on one or two concepts at a time, instructions for game activities should be simple and concrete.

Teachers in **second grade** should reinforce that changes in motor skills occur gradually over many years and that learning many different motor skills provides more choices for movement as they get older.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. **The competencies are required to be taught** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives or modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

KINDERGARTEN – SECOND GRADE

Content Strands

Gross Motor Skills Development (GM)
 (FM)
 Social Skills (S)
 Cognitive Development (C)
 Fitness (F)

Fine Motor Skills Development

 Personal Skills (P)
 Lifelong Learning/Participation (L)
 Adapted Physical Education (AP)

* See glossary

1. Demonstrate competency in motor skills and movement patterns/concepts needed to perform a variety of physical activities (GM, FM, F)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Develop fundamental locomotor*/non-locomotor*skills at an introductory level.	Students should follow specific instructions while performing basic activities, such as jumping with feet together from point A to point B.	5
Demonstrate clear contrasts between fast and slow.	Teachers may instruct students to mimic running speed of known animals (i.e., turtle, rabbit, and cheetah). Students should use a variety of *locomotor skills (i.e., jumping, galloping, and walking).	5, 11
Explore manipulative skills at an introductory level.	Students should locate body parts and identify which skill would be performed with each (i.e., have students bounce and catch a ball with both hands). Have students roll a ball back and forth with a partner or kick a sock ball.	5
Demonstrate rhythmic movements, timing, and following a beat at an introductory level.	Have students demonstrate a variety of locomotor movements to slow and fast music.	12

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Develop fundamental locomotor*and nonlocomotor*skills at the basic level.	Have students walk, run, jump, hop, skip, gallop, slide and leap around the designated play area as directed. Some skills can be performed forward and backward or side to side.	11
Develop manipulative* skills at the introductory level.	Have students demonstrate throwing in an underhand and overhand movement pattern while stepping with the opposite foot.	8, 11

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate locomotor* movements at the intermediate level.	Teachers can have students participate in activities that include changes in the speed of movement, and direction. Students will demonstrate these commands with verbal cues from the teachers such as relay races and/or obstacle courses.	5, 12
Demonstrate non-locomotor* movements with proficiency.	Teacher will lead the class in a sequence of stretching exercises as a warm-up that can lead into an aerobic* or anaerobic* type activity	5
Demonstrate manipulative* movements at the beginner level.	Give students instruction on basic steps to jumping rope. Guide students into jumping rope at a fast pace, slow pace, and while in a forward motion.	2
Demonstrate rhythmic movements, timing, and following a beat.	Have students participate in basketball drills-shooting and dribbling, hula-hoop activities, and volleyball activities.	2

COMPETENCY 1. SAMPLE LESSON PLANS

<p align="center">P-1177 Look At Me</p> <p>P-1186 Tomorrow is a Brand New Day</p> <p>P-177 Locomotor Basic Skills(Part 1)</p> <p>P-204 Locomotor Basic Skills(Part 2)</p>	<p align="center">P -1178 Look At Me</p> <p>P-1110 Underhand Throwing Skills</p> <p>P-589 Hula Hoops (Part 1-5)</p> <p>P-205 Locomotor Basic Skills (Part 3)</p>	<p align="center">P-1179 Look At Me</p> <p>P-207 Manipulative Skills 1</p> <p>P-251 Manipulative Skills 2</p> <p>P-206 Non-Locomotor Skills</p> <p>P-1182 Reach</p>
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2. Demonstrate understanding of movement principles, strategies, and tactics as they apply to the learning, development and performance of physical activities. (GM, C, FM, AP, F)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify body parts (i.e., knee, foot, arm, etc.) and apply these to different movement activities.	Have students perform the musical game "Hokey Pokey."("You put your right hand in, take your right hand out")	5
Demonstrate awareness of immediate surroundings using a variety of movement skills while transferring weight in various directions and pathways.	Have students change direction of the movement on signal (may include north, south, east, and west).	5
	Have students identify and apply the concept of personal space and general space.	5

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify body parts and movement of body parts during performance of motor skills.	Have students participate in the "Hokey Pokey."	10
Identify and apply fundamental locomotor* and non-locomotor* skills.	Have students use locomotor and non-locomotor combinations called out by teacher such as four jumps, three stretches, and five skips.	10, 12

Display manipulative skills* at the introductory level through a variety of activities.	Have students toss or bounce a ball to a designated target.	5, 11
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GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify the different body planes (i.e., front, back, side) and involve each while performing locomotor skills.	Have students participate in a line dance to music. Rhythm and balance should be identified as key elements.	5
Apply movement concepts and principles to a variety of basic skills.	Have students participate in aerobic activities that include dance steps along with stretching exercises.	5, 11
Understand the benefits of trying new or difficult tasks.	Perform locomotor skills (i.e., running, hopping, skipping, leaping, etc.) to a beat. When the beat changes, the locomotor skill changes to that which is specified by the teacher.	5
	Students should attempt to correct/improve their skill level based on feedback from the teacher. Feedback should be offered to students as soon as possible after the performance.	

COMPETENCY 2. SAMPLE LESSON PLANS

P-1059 Parachute: Part 1 P-1060 Parachute: Part 2 P-1061 Parachute: Part 3 P-1062 Parachute: Part 4 P-1063 Parachute: Part 5 P-1180 Reach	P-1181 Reach P-1111 Rainy Day Recess 1 P-1112 Rainy Day P.E. P-254 Tying My Shoes	P-1111 Rainy Day Recess 1
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3. Participates regularly in physical activity (GM, L, F, C, L, S)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Regularly participate in a variety of non-structured physical activities in school settings and out of school settings (recess, home) individually and as a group.	Have students engaged in teacher-led exercises by participating in a tag game for aerobic activity (i.e., Freeze Tag, Heart Healthy Tag, or Amoeba Tag: Physical Best Activity Guide, Elementary level).	5, 8

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply activities learned during physical education in other settings.	Provide students with a checklist of after-school activities. Have students check which activities they participated in for the week. Discuss activities that are healthy and physically beneficial. Such activities may include dance, gymnastics, bicycling, sports, and walking.	2

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Engage in moderate to vigorous activities* such as bike riding, swimming, etc., outside of class.</p> <p>Discover the positive effects physical activity has on the body (i.e., enhances respiratory functions, stimulates muscle growth, decreases hyperactivity, increases heart rate).</p>	<p>Have students draw pictures of people involved in different types of vigorous activities and identify feelings associated with each (i.e., happy, sad, tired, etc.).</p> <p>Give students a list of activities and have them identify how each of the activities makes them feel.</p>	<p>15</p>

COMPETENCY 3. SAMPLE LESSON PLANS

<p>P-1158 Getting Active with Jack the Apple P-1155 I'm Healthy</p> <p>P-1184 The Heart Song</p> <p>P-1113 Posture</p>	<p>P-1187 Tomorrow is a Brand New Day P-1123 Cardio-Respiratory Fitness</p> <p>P-1153 The Freeze Game</p> <p>P-1124 Speed and Power</p>	<p>P-1188 Tomorrow is a Brand New Day</p> <p>P-1156 Paper War</p> <p>P-1154 Mental Energizers</p>
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4. Achieve and maintain a health-enhancing level of physical fitness. (GM, FM, C, F, L)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Vigorously*participate in physical activity for a sustained amount of time.</p>	<p>Have students run back and forth across a specified distance at a pace that gets faster each minute (i.e., FITNESSGRAM Pacer test).</p>	<p>5</p>
<p>Recognize the change in heart rate and respiration as a result of physical activity.</p>	<p>Have students locate the heart with the right hand and show speed of heart beating by opening and closing left hand.</p>	<p>5</p>

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify changes in the body that occur at different levels of physical activity.	Have students identify changes in heart rate, perspiration, and breathing patterns while they participate in aerobic activities (i.e., jumping rope, running, walking).	3
Participate in basic exercises and physical activities with moderate efficiency.	Introduce students to the exercises that are assessed in the <i>President's Challenge on Physical Fitness and/or FITNESSGRAM</i> www.fitnessgram.net www.presidentialyouthfitnessprogram.org (aerobic capacity, body composition, muscular strength, muscular endurance, and flexibility).	3
Engage regularly in moderate to vigorous activity*, emphasizing muscular strength*, flexibility*, and cardiovascular endurance*.	Students will walk, jog, or run laps for a specified amount of time around an area designated by the teacher. At the end of each lap the student is given a straw to keep count. Have students' complete pre-post test. Students will use a clock as the measurement of time.	5, 11
Accomplish and retain physical fitness goals set at the introductory level.	Have students participate in a teacher constructed fitness test at the beginning and the end of the school year.	3, 9

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in and recognize the benefits of sustained physical activity that causes increased heart rate and respiration.	The teacher can have students participate in moderate to vigorous physical activity (MVPA*) such as, (running, jogging, jumping jacks) and then compare and contrast the changes in heart rate and perspiration. Students can compare their heart rate before and after MVPA by counting the heart rate for six seconds and adding a zero.	15
Recognize components of physical fitness such as muscular strength, muscle endurance, and flexibility at an introductory level.	Students will complete and discuss all 5 activities (i.e., curl-ups, endurance run, pacer, pull-ups or right angle push-ups, shuttle run, V sit reach or sit and reach, or shoulder stretch) of the President's Challenge to Physical Fitness and Sports Test or Fitnessgram and compare/contrast fall test scores to spring test scores. www.fitnessgram.net www.presidentialyouthfitnessprogram.org	3, 15
Perform activities that result in the development of muscle strength and endurance, flexibility, and coordination at an introductory level.	Teacher will have students perform muscular strength and endurance exercises that include but are not limited to crunches, push-ups, and pull-ups. Students will also perform basic flexibility exercises for the upper and lower extremities and explain the benefits of flexibility.	

COMPETENCY 4. SAMPLE LESSON PLANS

P-1291- P-1305 Moving with Fruits and Vegetables P-1114 Balance	P-1144 Body Composition P-1119 Warm-Up/Cool-Down	P-1140 Strength and Endurance P-1129 Training Principles P-1125 Fitness P-1115 Coordination and Agility
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**5. Exhibit responsible personal and social behavior that respect self and others in physical activity settings.
(L, F, P, S, AP)**

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules, procedures and safety practices while recognizing inappropriate behavior.	Students should follow specific instructions from the teacher while performing basic activities, such as jumping with feet together from point A to point B.	5
Follow directions and work cooperatively with others during physical activity.	Have students choose a partner and then decide on a skill to practice (i.e., push-up, curl-up, balance beam, etc.).	8
Demonstrate proper use and care of equipment.	Explain to students the importance of properly using and caring for equipment. Provide specific instructions for students to follow when they are finished with equipment.	5

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safety practices with little reinforcement from teacher.	Students will identify a skill that is challenging to them and demonstrate a positive attitude while practicing this skill. Reinforce that challenging skills will vary from student to student.	5
Demonstrate proper courtesy, cooperation and sportsmanship with others.	While participating in games such as "Duck, Duck Goose" students should demonstrate the ability to share space.	5
Respect the physical and performance differences of others.	Students will use locomotor skills on a low balance beam (1"x4"h, 2"x4"w or painted lines on the parking lot can be substituted for the balance beam). Reinforce the importance of students encouraging other students.	5

GRADE TWO

<p>Apply rules, procedures, and safe practices with little or no reinforcement.</p>	<p>Perform locomotor skills (i.e., running, hopping, skipping, leaping, etc.) to a beat. When the beat changes, the locomotor skill changes to that which is specified by the teacher.</p>	<p>11</p>
<p>Work cooperatively with a partner or group and recognize the enjoyment of shared play.</p>	<p>Instruct students on the correct form of kicking a soccer ball while running. Have students practice a number of drills using the soccer ball (i.e., dribbling and passing, etc.).</p>	<p>5, 11</p>
<p>Recognize and experience physical activities from other cultures.</p>	<p>Have students participate in games from other countries. Such examples include the “Corkscrew” (England), “Peteca” (Brazil), “Catch Your Tail” (Nigeria), “Spearing the Disk” (Ethiopia), “Catching Fishes in the Dark” (China), and “Ladder Jump” (Australia). Have students use maps to locate the country and/or continent where the game originated. (Resource- <i>Multicultural Games</i>, Human Kinetics, 1997)</p>	<p>5, 12</p>

COMPETENCY 5. SAMPLE LESSON PLANS

<p>P-1189 Safe Routes to School - K-2 - Lesson 1</p> <p>P-1191 Safe Routes to School - Kindergarten - Lesson 2</p>	<p>P-1193 Safe Routes to School - First Grade - Lesson 1</p> <p>P-1170 Math Fact Fun</p> <p>P-1128 What If You Lose When You Play to Win?</p>	<p>P-1157 Diversity Elementary: Abilities</p> <p>P-1145 Fitness Addition</p> <p>P-1120 All Fit Workout</p> <p>P-1116 I've Got It</p>
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6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, S, AP, L, C)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Express a positive outlook during physical activity and enjoy interaction with others.	Have students choose a partner and then decide on a skill to practice (i.e., passing a soccer ball, basketball, or volleyball etc.). Instruct students to exercise when the music is on and rest when the music is off.	8
Develop skills while participating in different activities individually and while working with others.	Have students choose a partner and then decide on a skill to practice (i.e., bouncing a ball, tossing a ball with a partner, etc.). Instruct students to exercise when the music is on and rest when the music is off.	8

GRADE ONE

Recognize the feelings resulting from challenges, successes, and failures during physical activity.	Students will discuss how they feel when participating in various physical education activities.	12
Exhibit a positive outlook while encouraging peers during physical activity.	Students will use locomotor skills on a low balance beam (1”h x 4”w, 2”h x 4”w or painted lines on the parking lot can be substituted for the balance beam). Reinforce the importance of students encouraging other students.	5
Express a willingness to try new activities and continue to participate when not successful on the first try.	Students will identify a skill that is challenging to them and demonstrate a positive attitude while practicing this skill. Reinforce that challenging skills will vary from student to student.	5

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Cooperate in helping others to achieve goals.</p> <p>Be aware of the feelings resulting from challenges, successes, and failures during physical activity.</p>	<p>The teacher will have students identify a partner and work cooperatively with their partner to complete the task assigned.</p> <p>Have students express feelings they associate with physical activity.</p>	<p>15</p>

COMPETENCY 6. SAMPLE LESSON PLANS

<p>P-1189 Safe Routes to School - K-2 - Lesson 1</p> <p>P-1143 Heads, Shoulders, Knees and Toes</p>	<p>P-1199 The Tortoise and the Hare - Grades 1 & 2</p> <p>P-1141 The Butterfly</p> <p>P-1118 Mighty Me Training Camp</p>	<p>P-1142 Fitness Spelling</p> <p>P-1138 Rock the Baby</p> <p>P-1136 Dog and Cat</p>
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THIRD-FIFTH GRADE

The emphasis of physical education in **third-fifth grades** is to demonstrate a mature form in fundamental motor skills, and continue the development of manipulative skills and movement experiences. Students will begin to use non-locomotor skills in combination with movement skills. Cognitive concepts associated with movement will enable the student to demonstrate positive attitudes toward healthy lifestyles and physical activities.

Third and fourth grade students will model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through large group activities. Students should recognize the value of rules, fair play, safety and respect for others.

Teachers should reinforce the physical and mental benefits of aerobic activity. Teachers should also reinforce the importance of visual focus (see glossary) while performing a skill. Lead-up activities are emphasized for application of learned skills. Students should be able to follow specific rules, procedures, and etiquette involved in physical activity.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. **The competencies are required to be taught** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives or modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

THIRD-FIFTH GRADE

Content Strands

Gross Motor Skills Development (GM)
 Social Skills (S)
 Cognitive Development (C)
 Fitness (F)

Fine Motor Skills Development (FM)
 Personal Skills (P)
 Lifelong Learning/Participation (L)
 Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

- 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)**

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Begin to use locomotor* and nonlocomotor* skills to perform rhythmic activities.	Students will perform a game of Hopscotch. Balance and smooth transition should be identified as necessary skills to be successful.	15
Demonstrate an intermediate form of manipulative skills.	Have students demonstrate mirroring/matching, meeting/parting, leading/following, and moving over/under. (Mirroring – Have students face one another and simultaneously do the same movements (i.e., jumping jacks, hopping on one foot, waving, etc.) as their partner. Matching – Have students repeat a motion after seeing a partner demonstrate a movement (i.e., jumping, jacks, hopping on one foot, waving, etc.).	15
Perform fundamental movement skills* in a variety of settings.	Students should complete a teacher-constructed obstacle course that requires a variety of locomotor movements, nonlocomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	2

Apply manipulative* skills to accomplish the objective of the activity.	With a partner, students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands) when receiving a ball.	2, 11
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GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply manipulative skills* to enhance participation in physical activity settings.	Have students participate and learn rules in lead-up games such as one base baseball, sideline soccer, 2 on 1 hockey, and basketball, Frisbee to demonstrate manipulative skills* (i.e., bouncing, throwing, kicking, rolling, striking, and trapping the ball, puck, or Frisbee).	5, 17
Employ fundamental movement skills* in various settings.	Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.	5

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.	Have students learn and perform simple dances in time with music, such as, polka step (hop-step-together-step), Electric Slide, Cha-Cha Slide.	11
Demonstrate improvement of form, strength, and accuracy in performing	Have students practice overhand/underhand throwing, catching, shooting, dribbling, kicking, and striking	2

manipulative skills*. Demonstrate movement skills with productivity during team activities.	activities at varying distances. Play “Rip Flag” (i.e., Two teams will have different color flags attached at the waist level with Velcro. Each team must attempt to capture the other team’s flags using chasing and fleeing skills).	5
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COMPETENCY 1 SAMPLE LESSON PLANS.

<p>P-1121 Rainy Day Recess 1: Intermediate Grades</p> <p>P-909 Math Battle Field</p> <p>P-853 Scientific Head Shoulders Knees and Toes 1</p> <p>P-852 Scientific Head Shoulders Knees and Toes 2</p>	<p>P-973 Classroom Olympics</p> <p>P-859 Jumping to Learn</p> <p>P-891 Multiplicity Volleyball</p>	<p>P-910 Three Facts and a Fib</p> <p>P-900 Jump the Solar System</p> <p>P-847 Virus Attack</p>
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2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, GM, FM)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Adapt body movements according to particular obstacles.	Students should complete a teacher-constructed obstacle course that requires a variety of locomotor movements, non-locomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	2
Understand how appropriate practice improves performance.	Have students engage in activities such as horseshoes, basketball, and soccer. Have students identify which skill is being used and why. (For example, when playing horseshoes, the students should use the underhand toss instead of the	5

<p>Improve performance by participating in new and difficult tasks.</p>	<p>overhand throw so the landing of the horseshoe is much softer.)</p> <p>Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.</p>	<p>2, 11</p>
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GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Apply specific direction and force to manipulative skills.</p>	<p>Have students demonstrate the proper grip on a tennis racket to perform the forehand groundstroke. Explain how the amount of force applied determines the distance that the ball lands.</p>	<p>5</p>
<p>Incorporate basic offensive and defensive strategies (i.e., one –on- one, arms out for balance on the balance beam, alignment of players in volleyball, etc.) in a variety of settings.</p>	<p>Students will participate in a game of “Capture the Flag”. Each team has a designated area called “base”. “Base” is where each team’s flag is located. Each team also attempts to capture the opponent’s flag while protecting their flag. Observe students to determine if they are incorporating learned skills into game settings.</p>	<p>5</p>

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Plan basic offensive and defensive strategies designed for team activities.	Have students create a routine using basketball passing skills (i.e., three-on- three dribble/pass, three-on-two, two-on- one full court drill.	5
Recognize the critical elements that would enhance a peer's performance of a specialized skill (i.e., grip in tennis, dribbling with finger tips in basketball, etc.).	Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	8

COMPETENCY 2. LESSON PLANS

<p>P-1309 Basketball Basics – Dribbling</p> <p>P-1310 Basketball Basics – Passing</p> <p>P-1311 Basketball Basics - Shooting</p> <p>P-1318 Soccer Basics – Dribbling</p> <p>P-1316 Football Basics – Running With the Ball</p> <p>P-975 3-Rs</p> <p>P-945 Flying Lid Football</p> <p>P-908 Arm Yourself</p>	<p>P-1320 Playground Ball Basics - Passing and Catching</p> <p>P-1319 Soccer Basics – Heading</p> <p>P-1315 Football Basics - Passing</p> <p>P-1317 Football Basics - Punting a Football</p> <p>P-981 String Games</p> <p>P-971 Historical Who Am I</p> <p>P-940 Snowball Math</p> <p>P-787 International Hopscotch</p>	<p>P-1321 Playground Ball - Four Square</p> <p>P-1314 Measuring the Basketball Court</p> <p>P-1122 Rainy Day P.E.: Intermediate Grades</p> <p>P-1008 Chinese Jump Rope MCT2 Review</p> <p>P-978 Fantastic Fun Stunts</p> <p>P-946 Space Exercises</p> <p>P-942 The Tug of the Civil War</p>
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3. Participates regularly in physical activity (GM, L, F, C, L, S, AP).

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in moderate to vigorous* physical activities.	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.	11
Explain the importance of a physically active lifestyle.	Students will develop an individual plan to exhibit a physically active lifestyle.	8

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate regularly in a variety of physical activities.	Teacher will have students participate in physical activities that will improve the student’s cardiovascular health and enhance their skill level.	12
Maintain participation in activities outside of the school setting.	Encourage students to participate in moderate to vigorous physical activities such as intramural sports offered by the school or local community programs. Have students write about physical activity experiences in other settings.	
Identify benefits derived from physical activities.	Students will identify their strengths and weaknesses by participating in fitness tests, such as “Presidential Challenge to Physical Fitness” www.presidentialyouthfitnessprogram.org	

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify opportunities in the school and community for regular participation in physical activity.	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league).	15
Participate in physical activities that will help prevent a sedentary lifestyle.	Encourage students to participate in activities such as walking, bicycling, and fishing. Discuss how these activities help prevent a sedentary lifestyle.	2

COMPETENCY 3. SAMPLE LESSON PLANS

P-951 World Cup Soccer P-860 Membrane Mayhem	P-939 Dictionary Dash P-848 Skeletal Simon Says	P-915 Toxic H2O
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4. Achieve and maintain a health-enhancing level of physical fitness (F, L, C)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Maintain aerobic* physical activity (i.e., continuous training, circuit training, etc.) for a specific time frame.	Engage in selected activities that maintain the heart rate within the target heart rate*zone for a specified amount of time. See glossary on how to calculate target heart rate zone. Students should use basic multiplication, addition, and subtraction to calculate heart rate and target heart rate zone.	9
Identify the importance of leading a healthy lifestyle.	Students will bring magazine pictures or drawings showing people with and without characteristics of a healthy lifestyle. Compare/contrast pictures.	11

<p>Associate specific physical activities with the components of health-related fitness (muscular strength*, muscular endurance*, flexibility*, body composition*, and aerobic fitness*).</p>	<p>Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.</p>	<p>11</p>
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GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Participate in moderate*to vigorous*physical activities (MVPA) on a daily basis.</p> <p>Understand health related fitness standards (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing* and demonstrate physical fitness.</p>	<p>Have students participate in calisthenics*, lead-up games, or individual skills (i.e., balancing, running, hopping, skipping, throwing, catching, striking, kicking, etc.) to improve performance in activities that require students to use many skills.</p> <p>Students will identify their strengths and weaknesses by participating in fitness tests, such as <i>“Fitnessgram”</i> or the <i>Presidential Youth Fitness Program</i>.</p> <p>www.fitnessgram.net www.presidentialyouthfitnessprogram.org</p>	<p>5</p> <p>12, 15</p>

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Meet health-related fitness standards (i.e., muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing.</p>	<p>Administer pre and post fitness tests to measure cardiovascular endurance, muscular strength/endurance, body composition*, and flexibility. Have students write a summary about their perception of the fitness test results.</p>	3
<p>Demonstrate several activities involving each component of health-related fitness (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*)</p>	<p>Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league).</p>	15

COMPETENCY 4. SAMPLE LESSON PLANS

<p>P-953 Progressive Storytelling</p> <p>P-911 Number Line Up</p> <p>P-897 Buzz Walking</p> <p>P-801 Camera Walk</p> <p>P-260 No Couch Potato</p>	<p>P-937 Geography Walk</p> <p>P-907 Foul Ball</p> <p>P-896 Minute Marathon</p> <p>P-627 Fitness Testing for the Classroom</p>	<p>P-913 Noun Master</p> <p>P-904 Jumping Out of this World</p> <p>P-849 Skeleton Race</p> <p>P-295 Break it Down</p>
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5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, S, L, AP)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safety principles to any type of physical activity.	Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities.	5, 8
Work with others to obtain the common goal of an activity.	Have students work in groups to create and perform a dance routine to music from different cultures based on a story from that country. Have students demonstrate movements (running, jumping, falling, throwing, etc.), to show feelings (happy, sad, etc.) of the characters.	5, 8
Respect the limitations and abilities of themselves and others during physical activity.	Have students create props that explain the setting (country).	

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Work cooperatively and productively with a partner or in a group setting.</p> <p>Accept and respond to winning and losing with dignity and understanding.</p>	<p>Have students work with a partner or group and complete a circuit of exercises that address health-related components of fitness.</p> <p>Have students write three sentences on the feelings they have when winning/losing and three sentences about the positive outcomes gained by participation in the game/sport.</p>	

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Demonstrate an understanding of various roles within group activities.</p>	<p>Assign students different roles within physical activities (i.e., student leader, umpire, scorekeeper, equipment manager, etc.) Rotate roles throughout the activity. Have students write about the responsibilities and importance of each role.</p>	<p>5, 16</p>
<p>Recognize and follow rules and procedures while maintaining ethical behavior during physical activities.</p>	<p>Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities.</p>	<p>11</p>
<p>Identify areas of concern for safety of self and others in physical activities.</p>	<p>Have students list safety procedures for specific activities according to the level of involvement (i.e., player wearing helmet, player remaining in on-deck circle, spectator remaining aware of surroundings, umpire wearing</p>	<p>16</p>

<p>Work cooperatively with peers who demonstrate variations in skill development.</p>	<p>protective gear, media remaining in designated areas, etc.).</p> <p>Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).</p>	<p style="text-align: center;">8</p>
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COMPETENCY 5. SAMPLE LESSON PLANS

<p>P-1313 Measuring the Bounce</p> <p>P-1307 History of Football Scavenger Hunt</p> <p>P-1212 Behaviors of Safe Bikers - Grade 4</p> <p>P-954 Rope Ball</p> <p>P-948 Roadway Math</p> <p>P-902 What is Your Angle?</p> <p>P-857 Get Up Glyphs</p> <p>P-301 Who's the Leader?</p>	<p>P-1312 How Far Will They Roll?</p> <p>P-1306 History of Basketball Scavenger Hunt</p> <p>P-1127 Street Games</p> <p>P-950 Funnel Cloud Fun</p> <p>P-938 Girl Power</p> <p>P-899 Ships and Sailors</p> <p>P-805 Turkey Trot with Thankful Hearts</p> <p>P-285 Shadow Tag</p>	<p>P-1308 History of Soccer Scavenger Hunt</p> <p>P-1222 Bicycle Safety Skills - Grade 5</p> <p>P-970 Name Them All</p> <p>P-949 Prey and Predator</p> <p>P-903 Name Game Show Off</p> <p>P-858 Knots of Fun</p> <p>P-304 Famous American Circuit</p> <p>P-264 Rock, Paper, Scissors, Compute</p>
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6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, C, F, L, P, A)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Assist peers to achieve success in physical activity settings.</p>	<p>Have students teach a skill identified by the teacher to a lower grade level or assist a peer in skill development.</p>	<p style="text-align: center;">5</p>

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Express enjoyment while participating in physical activity.	Encourage students to participate in moderate to vigorous physical activities such as intramural sports offered by the school or local community programs. Have students write about physical activity experiences in other settings.	12
Recognize personal challenges and experiences in physical activities.	Have students select and practice a skill that he/she needs to improve.	12

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Recognize positive feelings that result from participation in physical activities.	Create drawings, posters, or cartoons for the school/local newspaper that display the benefits of participating in physical activity.	5, 11

COMPETENCY 6. SAMPLE LESSON PLANS

<p>P-1217 Safe Routes to School - Pollution - Grades 4, 5, and 6</p> <p>P-1192 Safe Routes to School - Grades 3-5 - Lesson 1</p> <p>P-944 Rainforest Expedition</p> <p>P-905 Spelling Cheer</p> <p>P-892 Silent Spelling Bee</p> <p>P-802 Find It and Phrase It</p>	<p>P-1214 Safe Routes to School - Cost - Grade 5</p> <p>P-972 BAM! Body and Mind</p> <p>P-943 Synonym Paired Virginia Reel</p> <p>P-898 Punctuation Power</p> <p>P-856 Sport Alliterations</p> <p>P-794 Chicken Dance Fun</p>	<p>P-1213 Bicycle Rodeo - Grades 5 & 6</p> <p>P-969 Mystery Ball</p> <p>P-914 What Time is It?</p> <p>P-893 Paper Skating</p> <p>P-855 Metaphors and Similes in Motion</p> <p>P-793 Recreate Please</p>
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P-628 Pop Walk	P-302 Password Pantomime	P-292 Question of the Day
P-290 Rhyme Mine	P-289 Lights, Camera, Action	P-282 Travel the Magnolia State
P-280 Biome Boogie		

SIXTH-EIGHTH GRADE

Physical education for **sixth-eighth grade** students should provide experiences for social interaction while following rules, regulations, and safety procedures. It should provide a positive setting for students to compete, gain respect for others, and to build self-confidence. Students will be challenged by high levels of competition and by learning new and/or different activities. Most skills should be practiced as a whole so that rhythm is maintained.

Fitness is a major component of the **sixth-eighth grade** framework. Students should participate in numerous fitness activities for varying lengths of time. Participation in these activities should enable students to develop diversity.

The teacher should reinforce consistency in performing complex skills in complex environments. Students should be aware that individuals learn skills at different rates and mastery is not solely based on the amount of time spent performing the skill. Teachers should also reinforce short-term goals, independence and healthy lifestyles so students can easily identify personal successes.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. **The competencies are required to be taught.** Competencies are not ranked in order of importance; rather, the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives and modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

SIXTH-EIGHTH GRADE

Content Strands

Gross Motor Skills Development (GM)
 Social Skills (S)
 Cognitive Development (C)
 Fitness (F)

Fine Motor Skills Development (FM)
 Personal Skills (P)
 Lifelong Learning/Participation (L)
 Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

- 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)**

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.</p>	<p>Teach rhythmic activities using a variety of sports equipment (i.e., dribbling to music, using stretch bands, performing rhythmic parachute activities).</p>	<p>8</p>
<p>Demonstrate improvement of form, strength, and accuracy in performing manipulative skills*.</p>	<p>Play dribble tag. Have two to four students dribble a ball while chasing other students. The students who are being chased should be required to use a variety of locomotor* skills, such as running, hopping, skipping and to change them on command. Have students assume various roles during activity.</p>	<p>5, 8</p>

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Demonstrate competency with increasing proficiency in movement skills while participating in team and individual sports.</p>	<p>The opponent will return the serve in tennis using the forehand or backhand stroke.</p> <p>Have students field the ball (i.e., softball or baseball) using the correct technique.</p>	<p>2, 13</p>
<p>Perform continuous (possibly using rhythmic activities) and discrete skills (i.e. discrete skills have a defined beginning and end and continuous skills are ongoing).</p>	<p>Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey, fencing, archery).</p>	<p>5</p>
<p>Develop offensive and defensive strategies in individual and team sports.</p>	<p>Use bouncing a ball to music, jumping rope to music, and/or tinikling (National dance for the Philippines that combines physical education and music).</p>	<p>8</p>

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate increased proficiency in movement skills while participating in team and individual sports.	Have students demonstrate various physical activities that include locomotor* and non-locomotor* movements.	2, 13,
Perform continuous and discrete skills (i.e., discrete skills have a defined beginning and end and continuous skills are ongoing).	Have students practice discrete skills (i.e., forearm volleyball pass, bowling) and continuous skills (i.e., juggling, dribbling a basketball).	5
Execute offensive and defensive strategies in individual and team sports.	Have students participate in scrimmage game (i.e., badminton or soccer) to apply learned skills.	5

COMPETENCY 1. SAMPLE LESSON PLANS

P-1134 Sport Stacking: Day 1	P-368 Geography Golf: Day 5	P-1098 Lead-Up Soccer 1
P-1146 Sport Stacking: Day 2	P-1105 Stack It Up!	P-1099 Lead-Up Soccer 2
P-1147 Sport Stacking: Day 3	P-1104 Volley Up!	P-1100 Lead-Up Soccer 3
P-1148 Sport Stacking: Day 4	P-1103 Lead-Up Volleyball]	P-1102 Lead-Up Soccer 4
P-1149 Sport Stacking: Day 5	P-1076 Pushup/Chair Dip Challenge	P-1101 Lead-Up Soccer 5
P-1087 Quick Muscle Pump 1	P-1077 Ball Activity Warm-Up Day 1	P-1089 Squat it Out! 1
P-1082 Jump Start the Class 1	P-1078 Ball Activity Warm-Up Day 2	P-1066 Grab that Flag: Team Play
P-1083 Jump Start the Class 2	P-1079 Ball Activity Warm-Up Day 3	P-941 Deck Tennis: Serve It Up!
P-1084 Jump Start the Class 3	P-1080 Ball Activity Warm-Up Day 4	P-813 Lane Soccer
P-1086 Jump Start the Class 4	P-1081 Ball Activity Warm-Up Day 5	P-774 Two-on-One Soccer
P-343 Geography Golf: Day 1	P-1106 BB/FT Ball	P-611 Moving with Adverbs
P-356 Geography Golf: Day 2		P-550 Reading Trivia Tag
P-357 Geography Golf :Day 3		P-1108 Pickleball
P-367 Geography Golf: Day 4		P-1107Speed Ball

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, F, L, GM)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessment
Analyze the critical elements that would enhance a peer's performance in a specialized skill.	Have students create a checklist according to activity to determine if a peer is using appropriate techniques to enhance performance.	8
Comprehend the importance of warm-up* and cool down* techniques during physical activity.	Teach proper warm-up*/cool down* techniques to prevent injury. Have students warm-up and cool-down before and after all activities (i.e., hold stretching and walking to reduce heart rate after running).	8
Create and modify activities that provide practice of selected skills to help improve physical performance, begin offensive and defensive strategies	Explain/demonstrate proper technique for specific activities. Watch teacher-made video on correct/ incorrect form of specialized skill (i.e., throwing, catching, shooting, movement skills, etc.) and critique performance of that skill.	2, 5

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Create and modify activities that provide practice of selected skills to help improve physical performance.</p>	<p>Teacher can have students return a serve in tennis using the forehand or backhand stroke. Have students field the ball (i.e., softball or baseball) using the correct technique.</p>	<p>2, 13</p>
<p>Identify the basic training principles (i.e., FITT*, Warm-up/Work-Out/Cool Down, specificity, overload, intensity).</p>	<p>Discuss the changes (i.e., increased heart rate, perspiration, increased respiration, etc.) that occur after performing physical activity based on the FITT principal (Frequency, Intensity, Time, and Type of activity). Have students identify the weakest area and create a plan for improvement.</p>	<p>12</p>
<p>Discuss concepts that impact the quality of proper practice techniques.</p>	<p>Explain the skills necessary to maximize student's success in performing the underhand serve in the following phases of volleyball.</p> <p><u>Preparation phase</u>- feet in comfortable stride, weight evenly distributed, and eyes on ball</p> <p><u>Execution Phase</u>- swing arm back, transfer weight, contact ball with heel of open hand, and contact ball below center</p> <p><u>Follow through</u>- swing striking hand forward to top of net, and transfer weight to front foot.</p> <p>Have students observe a peer performing one or all of the components of this skill and provide feedback.</p>	<p>2,4,11,12</p>

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Create offensive and defensive strategies in physical activities.</p>	<p>Devise a game using offensive and defensive strategies in specific sports. (i.e., When students are playing capture the flag, have them decide how many will stay to protect the flag and how many will attempt to capture the other team's flag. Have students determine if man-to-man coverage or zone coverage in a game of basketball would be the best strategy to maximize chances of success.)</p>	<p>8</p>
<p>Apply appropriate warm-up and cool down* techniques while participating in a variety of physical activities.</p>	<p>Perform warm-up* and cool-down* exercises before and after activities throughout the year and discuss the importance of each. Observe students to ensure that proper stretching techniques are being used.</p>	<p>5</p>
<p>Utilize principles of training and conditioning (FITT*, Warm-up-Work out- Cool down*, specificity*, intensity*, overload*) to improve physical fitness.</p>	<p>Research safety practices for basic muscular strength and endurance principles and create a fitness plan that includes principles of training and conditioning. Students will share this information with their class.</p>	<p>5,8,15</p>
<p>Understand how biomechanics (i.e., human movement from a variety of perspectives) affects performance.</p>	<p>Have students understand how proper hip rotation improves performance of striking skills and how knee extension improves performance of a kicking skill. Have students demonstrate these proper techniques.</p>	<p>5,8</p>

COMPETENCY 2. SAMPLE LESSON PLANS

<p>P-1131 Clowning 101: Part 1</p> <p>P-1132 Clowning 101: Part 2</p> <p>P-1085 Four Square: Ready for Fitness</p>	<p>P-1075 Seasons of the Year: The Kinesthetic Way</p> <p>P-1074 Math Basketball</p> <p>P-1067 Synaptic Tag</p>	<p>P-825 Foot/Basket Ball</p> <p>P-503 Too Close for Comfort</p> <p>P-383 Synaptic Tag: The Brain on Drugs</p>
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3. Participates regularly in physical activity (GM, L, F)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Participate in physical activities in and out of the school's physical education setting.</p>	<p>Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.</p>	15
<p>Participate in moderate to vigorous physical activity (MVPA) on a regular basis.</p>	<p>Use pedometer to count steps throughout the day. Record results in a physical activity log.</p>	9

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
<p>Participate in physical activities based on individual interests or capabilities.</p>	<p>List personal interests and abilities and have student's research opportunities available in these areas to meet their fitness needs.</p>	1
<p>Explore different lifelong physical activities.</p>	<p>At the beginning of the year give an interest survey on lifelong physical activities. The teacher should incorporate the results in yearlong</p>	15

	planning.	
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GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in games, sports, dance, and/or other activities in a variety of settings that are based on personal interests.	Have students participate in a variety of activities based on their own interests. Reinforce that these activities could be different for everyone and that mastery of a skill is not necessary for enjoyment. Use survey to determine activities.	15
Set personal physical fitness goals based upon the results of fitness assessments.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of the <i>Presidential Youth Fitness Program</i> test or other instructor initiated fitness test. www.presidentialyouthfitnessprogram.org	3
Participate and apply basic muscular strength and endurance principles and safety practices both inside and outside of school.	Research safety practices for basic muscular strength and endurance principles. Share information with class.	16

COMPETENCY 3. SAMPLE LESSON PLANS
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P-1093 Crunch Those Abs! 1	P-1092 Pump It Up Please!	P-1058 Pace Yourself
P-1094 Crunch Those Abs! 2	P-1090 Squat it Out! 2	P-916 Modern Day Tinikling
P-1095 Crunch Those Abs! 3	P-1064 Hoops for Heart	P-279 Fitness Stations
P-1096 Crunch Those Abs! 4	P-612 Fitness Four Square	P-1097 Crunch Those Abs!

4. Achieve and maintain a health-enhancing level of physical fitness. (L, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify each health-related fitness component (i.e., cardiovascular endurance*, muscle strength*, flexibility*, muscular endurance*, and body composition*) and the impact of physical participation on these components.	Have students participate in health related fitness activities and explain the importance of each component. Reinforce science skills by explaining how physical activity and proper nutrition affect the major organs of the body.	9
Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.	Have students maintain his/her target heart rate zone* (see glossary) for 20 minutes while participating in an activity of their choice.	3
Examine pre-and post-fitness test scores after participation in fitness-enhancing activities.	Have students graph pre- and post-fitness test scores and compare results. Have students answer questions about fitness levels and improvements.	17

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in fitness assessment and developmentally appropriate health-related activities for the purpose of improving skill performance and physical fitness.	Administer a health related fitness test. Presidential Youth Fitness Program www.presidentialyouthfitnessprogram.org Use health related activities from Physical Best or other fitness curricula. Physical Best- www.aahperd.org	3

<p>Design a personal fitness plan*.</p> <p>Engage in physical activity at an increased heart rate for a minimum of 20 minutes at least three times per week.</p>	<p>Based on fitness scores have students develop a fitness plan that improves body composition, muscular strength, muscular endurance, flexibility, aerobic fitness, etc.</p> <p>Record heart rates obtained through a variety of endurance activities within a 20-minute time frame. Have students explain the difference between resting and exercising heart rate based on how vigorous the exercise was (i.e., heart rate after walking, heart rate after running, etc.). Collectively compile data and create a chart listing each student's heart rates.</p>	<p>15</p> <p>9, 15</p>
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GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply each health-related fitness component (i.e., muscular strength, endurance, flexibility, body composition, aerobic fitness) and explain how participation in physical activity impacts personal fitness.	Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition in a variety of settings.	15
Examine and discuss pre- and post-fitness test scores after participation in fitness-enhancing activities.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of <i>FitnessGram</i> or <i>Presidential Youth Fitness Program</i> testing.	3
Implement a personal fitness plan to accomplish a physical fitness goal.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of <i>Presidential Youth Fitness Program</i> or <i>FitnessGram</i> . www.fitnessgram.net www.presidentialyouthfitnessprogram.org	15

COMPETENCY 4. SAMPLE LESSON PLANS

<p>P-1054 Fitnessgram: Day 1</p> <p>P-1055 Fitnessgram: Day 2</p> <p>P-1056 Fitnessgram: Day 3</p> <p>P-1057 Fitnessgram: Day 4</p>	<p>P-1133 The Musculoskeletal System</p>	<p>P-1168 Body Image and Self Esteem</p>
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5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.(S, P, L)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and procedures and display sportsmanship while participating in physical activities.	Provide students with scenarios of game situations. Have students explain the importance of accepting a controversial call and appropriately handling conflicts.	15
Practice responsible decision-making during specific activities.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	14,15

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and regulations and respect others.	Provide students with scenarios of inappropriate use of equipment and space. Have students demonstrate the appropriate use.	5
Exhibit characteristics of a positive role model by following rules and procedures and displaying sportsmanship during physical activities.	Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey fencing, archery).	5, 8

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Exhibit characteristics of a positive role model.	<p>Discuss the influence of role models, listing positive and negative examples. Discuss the importance of displaying positive character traits to other students. Have student's role play being a role model/mentor.</p> <p>Distinguish/Identify the traits exhibited by a person that students consider a good role model and how they differ from a negative role model (traits not actions). Allow proper debate when opinions differ.</p>	5, 10
Solve conflicts in physical activity by determining potential solutions.	The teacher can have students serve in various roles in physical education class such as team captain, game official, and coach of a team.	5,8

COMPETENCY 5. SAMPLE LESSON PLANS

P-1221 Bicycle Safety Skills - Grades 6-8	P-1216 Safe Routes to School - Counting Vehicles	P-1208 Safety Behaviors for Pedestrians - Grades 7 & 8
P-1211 Behaviors of Safe Bikers - Grades 6 - 8	P-1207 Safety Behaviors for Pedestrians - Grade 6	P-1162 Criticism: Striving For Perfection
P-1161 Respect for Property and Authority	P-1160 Bicycle Safety and You	P-1159 Trust Me: Learning to Be Responsible

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, L, F, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Describe and practice positive feelings associated with physical fitness.	Describe ways the body can be used to express and/or communicate ideas and feelings.	5
Identify physical changes that occur in our bodies associated with physical activity.	Have students identify changes in heart rate, perspiration, and muscle development through participation in physical activity. Discuss how being active reduces stress, decreases hyperactivity, etc.	5, 15

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Use the physical activity setting as an opportunity to improve social skills (i.e., self-expression, social interaction, etc.).	List personal interests and abilities and have student's research opportunities available in these areas to meet their fitness needs.	1
Analyze physical fitness experiences regarding social, emotional, and health benefits.	Write one paragraph on how participation in physical activity promotes a healthy lifestyle (i.e., social, emotional, etc.).	15

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in physical activities that provide challenge, problem solving, decision-making and risk taking.	Provide opportunities for students to engage in challenging activities (i.e., team sports, game settings). Observe students to see if they are using skills learned in a variety of settings.	5

COMPETENCY 6. SAMPLE LESSON PLANS

<p>P-1219 Safe Routes to School - Pollution Contest - Grade 6</p> <p>P-1215 Safe Routes to School - Cost - Grade 6</p> <p>P-1194 Safe Routes to School - Grades 6-8 - Lesson 1</p>	<p>P-1220 Safe Routes to School - Questionnaire - Grades 7 & 8</p> <p>P-1209 Bicycle Rodeo - Grades 7 & 8</p> <p>P-1167 Our Flexible Frame</p>	<p>P-1218 Safe Routes to School - Pollution - Grades 7 & 8</p> <p>P-1171 At Your Own Risk</p> <p>P-1163 The Motion Potion</p>
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