

Atlantic City Public Schools



Physical Education

Pre-K - High School

Curriculum Guide

ATLANTIC CITY BOARD OF EDUCATION MEMBERS 2018-2019

President

Walter Johnson

Vice President

Allen Thomas

Board Members

Patricia Bailey

Ruth Byard

Constance Days-Chapman

John Devlin

Shay Steele

Bruce E. Weekes

Sharon Zappia

Board Members: Sending Districts

Ventnor: Kim Bassford

Council for the Board of Education

Tracy Riley

Board Secretary

Angie Brown

Vision

We need to get the message out loud and clear;

***“Quality Physical Education for Every Child Is a Necessity-Not
a Luxury,” and
“That Failure Hurts!”***

D. Hill/T. McMillen

Acknowledgements

The Physical Education Curriculum Task Force has designed and developed a curriculum guide that will meet the standards according to the New Jersey Department of Education. The guide utilizes the most up to date information and mandates. This curriculum is a comprehensive guide that will be utilized throughout the entire Atlantic City Public School System.

We wish to acknowledge the Atlantic City Board of Education, the Superintendent of Schools, Assistants Superintendents, Directors and the Health and Physical Education Supervisor for their continued support and assistance as we strive to improve education.

Barry Caldwell, Superintendent of Schools

Sherry Yahn, Assistant Superintendent of Curriculum

Gabrielle Caldwell, Director of Elementary Education

Michael Bird, Director of Assessments & Special Projects

Harry Formica, Supervisor of Special Education

Donald Harris, Director of Secondary Education

This guide has been produced by a special task force representing the administrators and the teachers of the Atlantic City Public Schools. The guide represents the current pedagogy within the teaching of health, physical education and the special needs of the teachers and students of the school system.

2016-2017 Curriculum Committee and Previous Committees

Table of Contents

- I. [Atlantic City Board of Education Members](#)
- II. [Vision](#)
- III. [Acknowledgement...](#)
- IV. [Table of Contents...](#)
- V. [Introduction...](#)
- VI. [Summary of Revisions/Standards for Comprehensive Health and PE](#)
- VII. [State: Mandates, Standards, Curriculum , and Resource Guide](#)
- VIII. [Frequently Asked Questions](#)
- IX. [New Jersey Legislative Statutes Summary...](#)
- X. [Instructional Adaptations for Students with Diverse needs/IEP](#)
- XI. [SGO](#)
- XII. [New Jersey Title IX](#)
- XIII. [Establishing the Learning Environment](#)
- XIV. [Violent Kids and Bullying Prevention Program](#)
- XV. [National Physical Education Standards](#)
- XVI. [New Jersey Content Standards 2.5 and 2.6](#)
- XVII. [Active Learning Strategies/Comprehensive Physical Education Standards](#)
- XVIII. [Principles of Fitness/Laws of Motion](#)
- XIX. [Cross-Content Workplace Readiness](#)
- XX. [Grades Pre-K-8 Course Description](#)
- XXI. [Standard 2.5 \(Pre –K-8th\)](#)
- XXII. [Standard 2.6 \(Pre-K-8th\)](#)
- XXIII. [Spark Scope and Sequence \(Pre-K-12th\)](#)
- XXIV. [Fitnessgram \(K-12\)](#)
- XXV. [Glossary](#)
- XXVI. [Physical Education Websites](#)

[High School Physical Education](#)

[Table of Contents](#)

- XXVII. [High School Physical Education Philosophy](#)
- XXVIII. [High School Physical Education Vision Statement](#)
- XXIX. [High School Physical Education Mission Statement](#)
- XXX. [Our High School Physical Education Purpose](#)
- XXXI. [National Physical Education Standards](#)
- XXXII. [High School Graduation Requirements](#)
- XXXIII. [High School Physical Education Standards](#)
- XXXIV. [High School Pacing Guide](#)
- XXXV. [High School Physical Educations Sports and Activities Offered](#)

Introduction

Knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.

Ernst Boyer

The Vision:

Schools have an enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health and physical education must look and be different than the old —hygiene and gym classes. Health and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support —wellness.

Quality physical education programs are the foundation of a comprehensive school activity program. It is an academic subject that uses a planned, sequential program of curricula and instruction, based on state and/or national physical education standards, which results in all students, including those with disabilities, developing the knowledge, skills, and confidence needed to adopt and maintain a physically active lifestyle.

Quality health education programs are designed to promote each student's optimum physical, mental, emotional, and social development. Effective programs are grounded in scientifically based research and public health knowledge. They are student centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities. These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children's changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally and gender sensitive.

Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life. Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors—in the classroom, the gym, the cafeteria, or on the playground.

Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information. For example, using heart monitors makes aerobic exercise safer and more productive by helping the teacher and student tool enhances interdisciplinary technological instruction while allowing for a more objective estimation of a student's effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

Quality programs are student-centered and interactive—that is, teachers encourage classroom discussion,

research, modeling, and skill practice. Skilled health teachers address the social influences on behavior

and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1988). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well versed in current health issues and resources, challenge students to take responsibility for their own. Providing information is not enough. Information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

Rationale:

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to health-related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001) For example:

Chronic diseases account for 7 of every 10 U.S. deaths in 2010. Heart disease and cancer counted for almost 48% of the deaths. (<http://.cdc.gov/nchs/fastats/deaths.htm> Accessed 2013)

- In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs results from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions. This could be greatly decreased with simple lifestyle changes. The CDC estimates by eliminating three risk factors of poor diet, inactivity, and smoking would prevent the three major chronic illnesses as followed: 80% of Heart disease and stroke. 80% of type 2 diabetes and 40% of cancer. (Mensah G. Global and Domestic Priorities: Spotlight on Chronic Disease. National Business Group on Health Webinar May 2006)
- The prevalence of obesity among children 2 to 5 years old decreased significantly from 13.9% in 2003-2004 to 8.4% in 2011-2012. (<http://cnn.com/2014/02/25/health/lets-move-anniversary-progress/>) Obesity rates increase with age. In 2012 6 to 11 year olds were at 18% compared to the obesity rate of 12 to 19 year olds at 21%. (<http://www.cdc.gov/healthy schools/obesity/facts.htm>)
- Injury is the #1 killer of children and teens in the United States. In 2009, more than 9,000 children age 0-19 died from unintentional injuries in the US. Millions more children suffer injuries requiring treatment in the emergency room. Leading causes of child injury include motor vehicle crashes, suffocation, drowning, poisoning, fires and falls. Child injury is predictable and preventable. (National Action Plan CDC), 2009)
- A substantial portion of motor vehicle crashes involves the use of alcohol.
- Progress has been made in preventing injury. Child injury death rates have decreased 29% in the last decade. Yet injury is still the leading cause of death for children and teens. (National Action Plan CDC), 2009)
- Children in the United States under the age of 15 sustain more than 14 million unintentional injuries each year. It is estimated that 10 to 25% of these injuries occur in and around schools. In all, 1 in 14 students suffer a medically attended or temporarily disabling injury at

school. In elementary schools playgrounds are associated with the preponderance of injuries. In secondary schools, athletics, including both PE classes and organized sports, account for the majority of injuries among students. (National SAFE/KIDS Campaign. School injury Fact Sheet. Washington: NSKC, 2004.)

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute too many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

New Jersey has a long-standing commitment to school health, safety, and physical education. N.J.S.A.18A.35, adopted in 1917, requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. In addition, there are a number of content-specific mandates including instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A. 18A: 40); **Lyme disease Prevention** (18A: 35-5.1); **Breast Self-Examination** (18A: 35-5.4); **Stress Abstinence** (18A: 35-4.19); **Accident and Fire Prevention** (18A: 6-2), **Cancer Awareness** (18A: 40-33); **Sexual Assault Prevention** (18A: 35-4.3); **Bullying prevention** (18A: 37-17); **Domestic Violence** (18A: 35-4.23), **Dating Violence Education** (18A: 35-4.23a) **Gang Violence Prevention** (18A: 35-4.26); and **Suicide Prevention** (18A: 6-111).

The Comprehensive Health and Physical Education Core Curriculum Content Standards focus on the health and wellness needs of students and attempts to reconcile the ever-increasing number of state mandates with evidence from public health research. The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education.

The State Board of Education first adopted the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education in 1996. The New Jersey standards were developed after substantial review of two national documents: *Moving Into the Future: National Standards for Physical Education (1995)* and *The National Health Education Standards: Achieving Health Literacy (1995)*. Since that time, the Surgeon General of the United States released a landmark report, *Physical Activity and Health (1996)* that called upon schools to take a more active role in health promotion and disease prevention. Acknowledging that childhood and adolescence may be pivotal times for preventing sedentary behavior among adults, the report recommended that schools make every effort to require daily physical education in each grade and to promote physical activities that can be enjoyed throughout life. In December 2000, the United States Department of Health and Human Services and the Department of Education published *Promoting Better Health for Young People Through Physical Activity and Sports*. The report to the President re-emphasized the need for quality health and physical education programs in our schools. The report describes our nation's young people as inactive, unfit, and increasing overweight and explains how the increase in serious health problems, such as diabetes, is a result of inactivity and unhealthy eating patterns.

In a landmark national report, *A Call to Action (2001)* schools were identified as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The report called

upon schools to offer age appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy healthy eating habits and a physically active lifestyle. Furthermore, schools should provide all children, from pre-kindergarten through grade 12, with quality daily physical education programs supplemented by daily recess for elementary students and extracurricular physical activity programs for older students.

The 2001 Comprehensive Health and Physical Education Standards Revision Panel examined these significant reports as well as health education and physical education standards from twenty other states. They considered the thoughtful comments of a national consultant and spent hours looking at new research on effective programs as well as the impact of movement on health and academic success. In addition, panel members looked at commercial curricula, textbooks, software, and on-line resources and considered feedback from teachers, curriculum specialists, health care specialist, and representatives from higher education and business. Panel members reviewed the national public health agenda document *Healthy People 2010* and looked at New Jersey's companion public health document and health goals, as well as existing New Jersey public health data. The most recent full update occurred in 2009. This curriculum is based on those updates and the minimal changes that have occurred since then which are as follows:

Summary of Revisions to the 2014 New Jersey Student Learning Standards for Comprehensive Health and Physical Education

There were minor changes made to the 2014 standards. Changes to the standards included adding the following terms in the glossary: overload principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, *N.J.S.A. 18A: 35-4.23a* describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision to the introduction of the document was an addition to the existing definition of 21st century skills by the Partnership of 21st Century Skills. The phrase "Understanding national and international public health and safety issues" was added to the existing definition. (NJDOE)

Standards and Strands:

There are six (6) comprehensive health and physical education standards, each of which has a number of lettered **strands**. The strands are an organizational tool allowing teachers to locate specific content and skills. Related ***cumulative progress indicators (CPI)*** are clustered together at each level enabling the teacher to easily identify what should be taught regarding a specific subject of health and physical education.

The knowledge and skills outlined in the revised standards are cumulative; that is, the progress indicators begin at a fundamental or basic level and increase in complexity as the student matures, requiring more complex interaction with the content. Since the indicators are cumulative, students at succeeding grade levels are responsible for the knowledge and skills taught in previous grade level clusters, as well as, that of their current grade. As student's grade levels progress, the content strands allow teachers to focus on developmentally appropriate content and skills.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five (5) —content standards and one —integrated skills standard. Standard 2.2: Integrated Skills focuses on decision-making, goal setting, effective communication in situations that impact health, and safety. The standard has been expanded to include character and leadership development, health careers and services, suicide awareness and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining eight content areas.

PHYSICAL EDUCATION, HEALTH & SAFETY STATE MANDATE

The purpose of the Comprehensive Physical Education Curriculum Guide is to provide a thorough and efficient education for all pupils in the Atlantic City Public Schools. The curriculum features structured experiences designed to help students acquire physical education knowledge and skills and to adopt health enhancing attitudes, beliefs and behaviors.

Comprehensive health, physical education and safety instruction gives the students what they need to be responsible for their own health whenever possible. Therefore, by aligning with the New Jersey Department of Education's Core Curriculum Content Standards, the curriculum has been designed to meet the Health, Safety, and Physical Education Mandate. (N.J.S.A.18A: 35-7-8-9)

Frequently Asked Questions:

[New Jersey Comprehensive Health and Physical Education Core Curriculum Content Standards
Frequently Asked Questions: Health and Family Life Education](#)

Taken directly from: http://www.state.nj.us/education/genfo/faq/faq_chpe.htm

In order to ensure that all students are able to achieve the health and physical education core standards, the following guidance is provided.

1. Are all students required to participate in the health and physical education program?

Yes. N.J.S.A. 18A:35-7 requires every pupil, except kindergarten pupils, attending public schools to take such courses. However, the core standards establish requirements for students in grades K-12.

2. How many minutes per week must students have health and physical education?

N.J.S.A. 18A:35-7&8 requires that students in grades 1-12 receive 150 minutes (or two and one-half hours) of health, safety, and physical education per week, prorated for school holidays. Local school

districts decide how many minutes per week are necessary in each area in order to achieve the core standards.

3. Can recess count towards those minutes?

Schools may be able to use recess to fulfill the 150 minute requirement if the following elements are met:

- The activities/lessons are taken from the locally developed health and physical education curriculum and are linked to classroom instruction and assessment;
- The activities/lessons are designed to meet the health and physical education core standards;
- The activities/lessons are designed, supervised, and assessed by an appropriately certified teacher;
- The student-teacher ratio is aligned with accepted district policies for instructional programs;
- All students participate.

4. Can students be denied access to recess?

If recess is used to fulfill the 150 minutes as required by law, then students cannot be denied access to recess since it is instructional. If recess is used to fulfill the requirement, students should not be permitted to substitute other instructional programs (e.g. music lessons, gifted programs, ESL instruction) for recess.

5. Can a student with a medical condition be exempted from health and physical education?

No. The law requires that the medical inspector determine the child's fitness for participation in such courses. However, the law was originally written in 1917 and amended in 1967, before the enactment of the Americans with Disabilities Act, Section 504 and the Individuals with Disabilities Education Act (IDEA). All students must have meaningful access to curriculum and instruction based on the core standards.

6. If a student has a medical condition that limits his/her ability to participate in the regular physical education program, what must the school do?

N.J.A.C. 6A:14-4.1(f) states that physical education services, specially designed if necessary, shall be made available to every student with a disability ages 5 through 21, including those students in separate facilities. Individual student needs should be addressed through the student's Individualized Education Plan or 504 Plan. The child's program should be modified to reflect activities that the child can participate in, even if some modifications are necessary. Modifications may be similar to those described in the next questions. Additionally, Chapter 9 of the Comprehensive Health and Physical Education Curriculum Framework (1999) provides guidance in this regard.

7. If a student has a temporary disability (e.g. fractured leg, recent surgery) and cannot participate in the regular physical education program, what should the school do?

First, the school should communicate with the child's family and attending physician to determine how long the child will need accommodations. Once this is determined, the school has a number of options based on the grade and age of the child.

In school, the student can:

- Participate in the regular physical education class with restrictions based on the severity and nature of his/her disability;
- Participate in an adaptive physical education class that provides individualized instruction based on the type and severity of his/her disability;
- Substitute health instruction for physical education for that marking period, semester, or school year with the student returning to physical education when medically appropriate; or
- Substitute a health-related class that meets a number of the core standards and local curricular objectives such as foods and nutrition or parenting and child care.

Out-of-school the student can:

- Participate in a physician-ordered program with a licensed physical therapist (e.g. therapeutic exercise programs that improve range of motion or strength); or
- Complete an approved independent study project in an area related to the physical education course objectives.

For high school students, alternative programs of study fulfill the health and physical education graduation requirements as part of "Option II". The principal must ensure that the student has met local district curricular objectives and should carefully document the student's achievement. For elementary students, schools must design programs that address appropriate activity levels and behaviors not only during physical education but during recess, after-school programs, and class trips.

8. If a student plays on a school athletic team, can he/she be excused from physical education?

Pursuant to N.J.A.C.6A:8-5.1 adopted in June 2009, district boards of education shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards. This new regulations requires all high school to adopt —option III policies and procedures that permit a student or group of students to meet or exceed the core standards in any subject area through alternative activities. These activities may be school sponsored or accomplished outside the school. Documentation of the student's achievement of the curricular objectives is required.

9. If a student participates in athletic activities outside school, can the child be excused from physical education?

The local board of education would have to approve the child's participation as an alternative means of achieving the core standards. The procedure would be much the same as outlined above.

10. Can a student be excused from family life and sexuality education?

Yes. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.

11. If a child is excused from instruction under these provisions, how can the child meet the core standards?

The school should provide alternative ways for the child to meet the health and physical education core standards. The child could be assigned to participate in physical education during that time that his/her class is receiving health instruction. The child could be given an alternative health project to complete as a substitute for the family life unit. Parents and teachers should work together to ensure that the student achieves curricular objectives that are not of concern to the parent.

12. High school students need to complete 3¾ credits of health, physical education, and safety in order to graduate. Over 4 years, that equals 15 credits. Can a student take health and PE 5 days a week for three years to fulfill the requirement?

No. State law and regulations stipulate that students must take 3¾ credits for each year of attendance in order to graduate.

13. Must students receive a grade in health and physical education?

Yes. N.J.S.A. 18A:35-7 requires that the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil shall form a part of the requirements for promotion or graduation.

14. We require students to take three marking periods of physical education and one marking period of health each year. We average the four grades for a final grade for the year. Should we keep the grades separate?

That is a local decision. Some schools keep the grades separate because they require a mid-term or final exam in each of the two areas. Others prefer to average the four grades and record one final grade on the student record.

15. Must the health and physical education grade be used to calculate class rank and/or grade point average?

That is a local decision.

16. Who is authorized to teach health and physical education? A certified elementary school teacher in grades kindergarten through five can teach any of the CCCS subjects (including health and physical education). In grades 6-12, teachers must be considered a content specialist and be certified to teach health and physical education. Certified school nurses are permitted to provide classroom health instruction in grades K-12. Teachers who are K-12 certified in health education can only teach health. Similarly, teachers who hold a K-12 physical education license may only teach PE. Dually certified health and physical education teachers are permitted to teach both subjects K-12. For more information go to Professional Licensure and Standards:

<http://users.rowan.edu/~cone/curriculum/FAQ-NJCCCS.html>

17. Can teachers punish students by withholding physical education?

Local school board policy should not permit a teacher to discipline a student by restricting his/her access to other instructional programs like art, music, or physical education. Such decisions should be subject to administrative review.

18. Can students be pulled from physical education for music lessons, basic skills, science lab, or gifted programs?

By law, students are required to participate in 150 minutes of health, safety, and physical education per week. If the school's program exceeds the required number of minutes, the school administration should discuss with both teachers how to accommodate the child's participation in both programs without penalty to the child. At the high school level, many schools provide four days per week of instruction in health and physical education to accommodate a fifth day for lab sciences.

19. Can parent volunteers or classroom aides supervise recess?

If non-certified personnel supervise recess, it cannot be considered instructional for the purpose of fulfilling the 150 minute requirement.

20. When will students be assessed on the health and physical education standards?

No dates have been set for statewide testing in this area.

21. What is the AIDS Prevention Act and how does it impact family life education?

N.J.S.A. 18A:35-4.19-22, the AIDS Prevention Act of 1999, is commonly referred to as the stress abstinence law. The law requires that school-based programs stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy. The law requires local boards of education to include in its curriculum the reasons, skills, and strategies for remaining or becoming abstinent. It also requires that any instruction on methods of contraception, including the use of condoms, include information on their failure rates in actual use with adolescents. The law also requires that programs and materials stress the importance of avoiding intravenous drug use as a method of HIV prevention.

22. Does this mean we must implement an abstinence-only program?

No. The law clearly states that schools can discuss contraception and risk reduction as long as abstinence is stressed as the only completely reliable method of prevention. The Comprehensive Health and Physical Education Core Curriculum Content Standards require students to understand both abstinence and contraception.

23. Do we have to teach about breast self-examination?

Yes. Enacted in 1999, N.J.S.A. 18A:35-5.4 requires each board of education which operates programs for students in grades 7-12 to offer instruction in breast self-examination as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

24. Our school has a separate family life curriculum, a separate HIV/AIDS curriculum, a separate drug and alcohol curriculum, and a separate PE curriculum? Shouldn't we have one comprehensive Health and PE curriculum

While this is a local decision, the Comprehensive Health and Physical Education Standards are combined and include all of these areas. The standards use "wellness" as the thread that links the two content areas into one cohesive document.

State: Mandates, Standards, Curriculum and Resource Guide

New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.** Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.
- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.
- **Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.** Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.
- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.** The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.
- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.** A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school. And high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal

cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- **Dating Violence Education (N.J.S.A. 18A:35-4.23a) Describing dating violence education grades 7-12.** Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the

Core Curriculum content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships. (NJDOE 2016)

- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.** Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.
- **Health, Safety, and Physical Education (N.J.S.A.18A:35 5-8) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.** Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.
- **18A:35-5 Maintenance of physical training courses:** Each board of education shall conduct as part of the instruction in the public schools courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed.
- **18A:35-6 Supervision of Instruction:** Such courses and the instruction therein, shall be subject to the general supervision and direction of the commissioner, who shall appoint, with the approval of the state board, such expert assistants as in the opinion of the state board shall from time to time be necessary to carry out the purposes of such courses.
- **18A: 35-7 Course required:** Every pupil, except kindergarten pupils, attending the public

schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation.

- **18A: 35-8 Time devoted to course:** The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.
- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.** The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.
- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**
 - The goals of the instruction shall be to:
 - Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
 - Fully address myths and misunderstandings regarding organ and tissue donation.
 - Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
 - Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of

P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.** The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of —sex education,|| —family life education,|| —family health education,|| —health education,|| —family living,|| —health,|| —self- esteem,|| or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.** Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

Instructional Adaptations for Students with Diverse Needs/IEP

Position Statement for Adapted Physical Education Creating Quality Inclusive Physical Education And Physical Activity for all Students

The Adapted Physical Education program is supported by state and Federal laws:

The Individuals with Disabilities Act (IDEA) Public Law 105-17.

The Rehabilitation Act of 1973 section 504 requires schools to provide and assist students with special learning needs. No student shall be denied the right to participate in any activity or program that receives federal aid.

Adapted physical education is an instructional service; not a setting or placement. Students with a documented disability can receive adapted physical education when they are unable to meet grade level outcomes because their unique needs require that they receive a different physical education program from their grade level peers.

According to Public Law 105-17, the Individuals with Disabilities Education Act (I.D.E.A.), *"Physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free appropriate public education."* An appropriate physical education program should be discussed at IEP meetings and goals and objectives should be included in the IEP whenever a student needs an adapted physical education program. Adapted physical education is a *"specially designed physical education program as prescribed in the student's IEP"* (PL 105-17). This law was originally enacted in 1975 and the last update occurred in 2004. The following information comes from the updated 2004 reauthorization of this law.

Physical Education-A planned, sequential Pre-K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills, physical fitness, rhythms and dance, games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Quality physical education should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional and social development, using a well-defined curriculum, and offering the best opportunity to teach all children the skills and knowledge needed to establish and sustain an active an active lifestyle. Physical activity is crucial to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The physically educated person is defined as one who has learned the skills necessary to perform a variety of physical activities, knows the implications of and benefits from involvement in physical activities; knows the implications of and benefits from involvement in physical activities; participates regularly in physical activity; is physically fit; and values physical activity and its contribution to a healthy lifestyle.¹

IEP-Allow students to use alternate equipment. Allow for alternate instruction/grading. Alternate dress requirement, reduce distance or repetitions, rules, and create alternative assignments.

- [Process for Identifying and Implementing Adapted Physical Education](#)
- [American Association for Physical Activity and Recreation \(AAPAR\)Eligibility Criteria for Adapted Physical Education Services](#)
 - [Http://www.sde/ct/gov/sde/cwp/view.asp?a=2663&q=334484](http://www.sde/ct/gov/sde/cwp/view.asp?a=2663&q=334484) ₁(2004 update-above paragraph)

****Note:** The instructor will consult the student's I.E.P. to determine if a need for special adaptations for participation is necessary. However, the regular physical education curriculum will be followed as closely as possible. The instructor will also work with other professionals involved in the student's program.

<http://www.shapeamerica.org/events/upload/Including-Students-with-Disabilities-in-Physical-Education.pdf>

SGO

NJ DOE Model Curriculum and Assessments

Student Growth Objectives: Student Growth Objectives (SGOs) are academic goals for groups of students that are aligned to state standards and can be tracked using objective measures. As part of the student achievement component of evaluation under **Achieve NJ**, each teacher sets SGOs with input and approval from his/her principal or supervisor at the start of the year. SGOs should be developed using available student data and created to be ambitious but achievable. The following are recommended steps in developing and implementing an SGO:

Step 1: Choose or develop a quality assessment aligned to standards

Quality authentic assessments play a pivotal role in the SGO process. Post-or summative assessments need to be implemented to measure student's growth in regard to the targeted content and skills. Ongoing formative assessments should also be implemented to monitor each student's understanding of the instructional lessons. Both cognitive and performance based assessments should be used to truly measure the depth of knowledge that is expected from the students as well as the performance of certain skills included in the Comprehensive Health and Physical Education standards.

Step 2: Determine student's starting points

Multiple measures of data should be used to set baselines for each student. ¹
Example of multiple measures are:

- Portfolios.

¹In exceptional circumstances where there is no existing data for a particular group of students; quality pre-assessments could be implemented to establish student baseline data. These quality pre-assessments should be used in a manner as to reflect an improvement in a set of skills, are of high quality and are vertically aligned, are normally used in for instructional purposes, and are used in combination with other measures of student preparedness.

See page 20 of the Office of Evaluations SGO Guide book for additional information on the use of pre-assessments.

- Previous year summative cognitive assessments.
- Previous year summative performance assessments.
- Formative cognitive and performance assessments from the first several weeks of the school year.

Step 3: Set ambitious and achievable SGOs with the approval of your supervisor

Teachers and supervisors should collaborate to ensure that SGOs and their scoring plans make sense for the multitude of circumstances, classes, and groups of students in their district. Ambitious and achievable SGOs should reflect a significant proportion of your students and the standards you are responsible for teaching.

Step 4: Track progress, refine instruction.

The value of goal-setting becomes particularly apparent when educators track progress towards these goals and can then make adjustments to stay on track. In the classroom, tracking goals means monitoring student performance through some sort of assessment. Quality authentic formative assessments play a pivotal role in tracking student progress.

Step 5: Review results and score in consultation with your supervisor

At the end of the school year, teachers will compile the results for the assessment(s) used for SGOs and your supervisor will use them to formulate an SGO score.

Frequently Asked Questions

Should Health and Physical Education teachers be using pre- and post- physical fitness assessment results as evidence of student learning and a demonstration of teacher effectiveness?

Health and Physical Education teachers' effectiveness at teaching students the cognitive knowledge and performance concepts of fitness education in alignment with the NJCCCS for Comprehensive Health and Education cannot be appropriately measured by a pre- and post- fitness assessment.

As stated in position papers presented by several national and state associations, using student pre- and post- fitness assessment results as a measure of teacher effectiveness is appropriate.

<http://www.shapeamerica.org/advocacy/positionstatements/pe/loader.cfm?csModule=security/getfile&pageid=4649>

http://www.njahperd.org/new/images/cmspdfs/fitnessgram_teacher_evaluation.pdf

However, fitness assessments can be excellent instructional tools when appropriately used within a wellness or fitness education unit.

Are cognitive assessment results evidence of student learning and growth in Physical Education and a demonstration of teacher effectiveness?

If the cognitive assessments are measuring the specific content knowledge of a lesson or a unit from start to finish, then the results will show what the students know. Properly designed questions or materials that allow students to demonstrate their depth of knowledge in an authentic and realistic manner perform best.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Should pre and post movement and motor skills assessment results be used as evidence of student learning in Physical Education and as a demonstration of teacher effectiveness?

Movement and motor skills are the foundation of standard-based curricular Physical Education instruction. Therefore, it is appropriate to assess these skills in an authentic manner. Assessment should occur after meaningful, purposeful, and ample instructional time has been given to the performance-based and cognitive assessments. Teachers may choose to use checklists or video technology along with rubrics to measure their students' results and growth.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Resources

AchieveNJ

<http://www.state.nj.us/education/AchieveNJ/>

<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

<http://www.state.nj.us/education/sca/ppt/gears/ShiftingGearsHealthPE.pdf>

NJAHPERD

<http://www.njahperd.org/>

<http://www.njahperd.org/new/index.php/sgos-achieve>

SHAPE America

<http://www.shapeamerica.org/standards/guidelines/peguidelines.cfm>

*There is an example of a 6th Grade PE SGO at site below:

<http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml>

New Jersey Title IX

The U.S. Department of Education's Office of Civil Rights (about /offices/list/ocr/docs/tix_dis.html) or the OCR enforces, among other statutes, Title IX.

- Title IX of the Education Amendments of 1972 to the Civil Rights Act of 1964

The law states that "no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.¶ The amendment in 1987 expanded the definition of program or activity to include all the operations of an educational institution, governmental entity or private employer that receives federal funds.

Title IX was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions. Title IX benefits both males and females, and is at the heart of efforts to create gender equitable schools. The law requires educational institutions to maintain policies, practices and programs that do not discriminate against anyone based on sex. Under this law, males and females are expected to receive fair and equal treatment in all arenas of public schooling: recruitment, admissions, educational programs and activities, course offerings and access, counseling, financial aid, employment assistance, facilities and housing, health and insurance benefits, marital and parental status, scholarships, sexual harassment, and athletics.

Title IX is not a quota system. Every institution has three options to demonstrate fairness in athletic opportunities. Schools can show that they comply with Title IX if they can demonstrate any *one* of the following:

- Substantially proportionate athletic opportunities for male and female athletes;
- A history and continuing practice of expanding opportunities for the under-represented sex;
- Full and effective accommodation of the interests and abilities of the under-represented sex. Schools do not necessarily need to offer identical sports, yet they do need to provide an equal opportunity for females to play in sports of interest.
- Title IX enforcement is in the hands of the OCR if an agency/school has a question about compliance they are encouraged to contact the OCR to make sure they operate within the laws and assist them in voluntarily complying with the law.(OCR's Title IX Resource Guide PDF)
- The United State Department of Education Office for Civil Rights is the governing agency for the law. (OCR) It works to make sure the law is followed. Contact information for this agency is:

Establishing the Learning Environment

The following is a selection of appropriate practices identified by the National Association Sport Physical Education (NASPE now known as Shape America) for establishing a positive and successful learning environment.

The environment is supportive of all children and promotes developing a positive self-concept. Children are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.

The program is designed to guide children to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.

Fair and consistent classroom-management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.

An environment that is inclusive and supportive of all children, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.

All children (boys and girls, high- and low- skilled) have equal opportunities to participate and interact with the teacher (e.g., leadership, playing —skilled positions, teacher feedback). All children, regardless of developmental level and ability, are challenged at an appropriate level.

- Students are encouraged and supported towards successful achievement in all content taught areas.
- Students are encouraged to undertake appropriate levels of activity for their own improvement.
- Learning experiences that help students understand the nature of and the different kinds of competition.
- Students are given the opportunity to choose their level of competitive environment.
- Monitor the indoor/outdoor environment to ensure it is safe and hazardous-free.

This information is provided in a grid form at the below site. Above is a small example of the grid and it is recommended to view the grid if you are looking for positive teaching strategies within your classroom.

<http://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

VIOLENT KIDS: WARNING SIGNS

Communities across the country have searched for reasons why some children become violent. The National School Safety and Security Services, believes that major stressors can send a child over the brink: domestic violence, alcohol and drugs, social, and academic pressures.

- Young children who are hyperactive, aggressive, and oppositional or defiant.
 - Children who hurt others in some way, and do not appear to reel or show guilt or remorse.
 - Kids who are hurtful and aggressive to others, verbally, or on social media.
 - Kids of any age who have been traumatized, either through domestic violence or bullying.
 - Children or teens, who make threats, pronounce warnings about harm coming to others, even if stated in an off-handed way.

 - Adolescents who are socially isolated and do not have supportive families, caretakers or positive adult role models.

 - Unusual interest in, or preoccupation with, weapons, bombs, and violent entertainment (movies, music, games, etc.)<http://www.brainsontrial.com/kids-at-risk-for-violence-warning-signs-of-aggression...>
Abuse of: animals, suicide threats or attempts, self-mutilation etc.

 - Updated from Sept. 2013. <http://www.brainsontrial.com/kids-at-risk-for-violence-warning-signs-of-aggression...>
-

Bullying Prevention Program: (N.J.S.A. 18A:37-13 ET SEQ)

Education Curriculum:

—Harassment, intimidation, or bullying means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, or physical or sensory (handicap) disability or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L. 2010. CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- A. A reasonable person should know, under the circumstances, will have the effect or physically or emotionally harming a student's or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property: (or)
- B. Has the effect or insulting or demeaning any student or group of students (in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school): or
- C. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.(NJDOE-2011)

http://www.njleg.state.nj.us/2010/Bills/PL10/122_.PDF

National Standards for Physical Education

SHAPE America's national Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks, and curricula.

Standard 1- The physically literate individual demonstrate competency in a variety of motor skills and movement patterns.

Standard 2- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4- The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

NJ Pre-K PE Standards

<http://www.state.nj.us/education/cccs/standards/2/index.html>.

Pre-K Standards-<http://www.nj.gov/education/cccs/>

Click on Comprehensive Health and Physical Education
Standards & Implementation
Early Childhood

Preschool Teaching and Learning Strategies 2014-pp. 33-36

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Standard 2.4: Children develop competence and confidence in activities that require gross-and fine-motor skills. (PE second site below)

<http://www.shapeamerica.org/standards/pe/>
<http://www.nj.gov/education/ece/guide/standards.pdf>

NEW JERSEY CONTENT STANDARD 2.5

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Descriptive statement-Health-literate and physically educated students understand movement concepts and principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including games, sports, and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills enhance the likelihood of independent learning and participation in physical activity throughout life. (NJDOE)

KNOWLEDGE

Physical Health Problems
Mental Health Problems
Genetic Factors
Nutritional Factors
Behavioral Factors
Game/Rule Knowledge
Injury Knowledge
Skill Knowledge

ASSESSMENT TOOLS

Skill Tests
Teacher Observation
Participation
Strategy Usage
Safety Knowledge
Question/Answer
Sportsmanship
Skill Performance
Behavior

Attitudes

Self Esteem
Motivation
Personal Importance of Fitness
Promotion of Skill Progression
Self-Discipline
Cooperation

Assessment Tools

Observation
Sportsmanship
Fitness Tests
Skill Tests
Participation
Cooperative Play

BEHAVIORAL/SKILLS

Modification of Personal Behaviors
Adoption of Health/Fitness Practices
Injury Prevention
Safety Procedures
Disease Prevention

ASSESSMENT TOOLS

Observation
Participation/In and out of Class
Safe Play
Question/Answer
Work Out Log

NEW JERSEY CONTENT STANDARD 2.6

Descriptive statement: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

KNOWLEDGE

Physical Health Problems
Mental Health Problems
Genetic Factors
Nutritional Factors
Behavioral Factors
Locomotor Performance
Injury Knowledge
Skill Knowledge

Attitudes

Self Esteem
Motivation
Personal Importance of Fitness
Promotion of Skill Progression
Self-Discipline
Cooperation

BEHAVIORAL/SKILLS

Modification of Personal Behaviors
Adoption of Health/Fitness Practices
Injury Prevention
Safety Procedures
Disease Prevention

ASSESSMENT TOOLS

Skill/Fitness Tests
Teacher Observation
Participation
Heart Rates
Safety Knowledge
Question/Answer
Sportsmanship
Skill Performance
Behavior

Assessment Tools

Observation
Sportsmanship
Fitness Tests
Skill Tests
Participation
Cooperative Play
Behaviors

ASSESSMENT TOOLS

Observation
Participation/In and out of Class
Safe Play
Question/Answer
Work Out Log

Active Learning Strategies

Active learning strategies include interactive teaching methods to encourage student involvement rather than relying solely on a lecture format. Active learning strategies will include:

- Supervised practice Student
- Centered Activities
- Discussion
- Cooperative learning
- Simulation and learning
- Games
- Teacher and peer modeling
- Role playing
- Goal-setting
- Rehearsal
- Visualization
- Independent Study/Focused Study

Comprehensive Physical Education Standards

2.5 Motor Skills Development

All Students will utilize safe, efficient and effective movement and maintain a healthy, active lifestyle.

- A. Movement Skills and Concepts
- B. Strategy in games, sports, dance, and recreational strategies.
- C. Sportsmanship, Rules, and Safety

2.6 Fitness

All students will apply health-related fitness concepts and skills to develop and maintain a healthy lifestyle.

- A. Fitness and Physical Activity
- B. Gauge health, social, and emotional benefits through fitness.
- C. Relationship between activity, eating and body composition

Principles of Fitness

The FITT principle is a formula that gives individuals guidelines to follow to build a good fitness program.

The FITT acronym stands for:

F: Frequency-How often a person exercises

I: Intensity-How hard a person exercises

T: Time-How long a person exercises

T: Type-What type of activity a person does when exercising

RICE

Rest

Ice

Compression

Elevation

Newton's 1st law of Motion

LAWS OF MOTION

Every object or body continues to be in its state of rest or of motion unless acted upon by an external unbalanced force. This is taken as the definition of inertia. If there is no net force resulting from unbalanced forces acting on an object (if all the external forces cancel each other out), then the object will maintain a constant velocity. If that velocity is zero, then the object will remain at rest. If an additional external force is applied, the velocity will change because of the force.

Newton's 2nd law of Motion

The rate of change of momentum of a body is equal to the force applied to that body and in the direction of the force. The acceleration of an object is directly proportional to the force applied to that object, in the direction of the force. This law is expressed by the equation, $F = ma$, where F is the net force acting on an object of mass m with acceleration a . If an object of mass m has acceleration a (change in velocity with time) then the net force F acting upon that object is the product of its mass and acceleration. It also accelerates as it is moving.

Newton's 3rd law of Motion

Every action has an equal and opposite reaction.

It means that if a force is applied by an object X upon another object Y, then object Y will also exert an

equal and opposite force on object X.

Cross-Content Workplace Readiness

To help prepare students for a rapidly changing world, the State Board adopted five cross-content workplace readiness standards to be integrated with the seven academic standards. These standards define the skills that students need as they pursue college, careers, and adult responsibilities as citizens. The cross-content workplace readiness standards include: career planning and workplace readiness skills; use of technology, information, and other tools; critical thinking, decision-making, and problem solving; self-management; and safety principle. To prepare students adequately for the world of tomorrow, teachers should enlist the assistance of additional members of the educational team, such as the school counselor, school nurse, school library media specialist, and business community in the delivery of workplace readiness knowledge and skills.

Standard 1: All students will develop career planning and workplace readiness skills.

Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to keep a job.

Standard 2: All students will use information, technology, and other tools.

Select appropriate tools and technology for specific activities.

Standard 3: All students will use critical thinking, decision making and problem-solving skills.

Recognize and define a problem, or clarify decisions to be made.

Standard 4: All students will demonstrate self-management skills.

Set short and long term goals.

Standard 5: All students will apply safety principles.

Explain how common injuries can be prevented.

PHYSICAL EDUCATION GRADE PRE-K-8th

Course Description

The majority of elementary school students are predominately kinesthetic learners. This criteria; movement in the learning process helps many children retain information more efficiently. Physical activity prepares the brain for learning by providing a healthier body and brain that works more efficiently. All things being equal, healthy, active students become better performers. The following programs, offer the concepts of action based learning, linking movement and physical activity to increase performance.

Grades PreK-5 Unit Overview

Physical Education Overview for the Model Curriculum Units

The grades PreK-5 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit I Movement Education/ Rhythm (2.5)

Unit II Wellness (2.6)

Unit III Manipulative Skills (2.5 & 2.6) (2.3 and 2.4 from Pre-K)

Unit IV Movement/ Locomotor/Non-locomotor Skills (2.5 & 2.6)

Unit V Lifetime/ Cooperative Activities (2.5)

Grade 6-8 Unit Overviews

Physical Education Overview for the Model Curriculum Units

The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Unit I Wellness (2.6)

Unit II Movement Education/ Rhythm (2.5)

Unit III Cooperative Games (2.5)

Unit IV Individual Activities (2.5 & 2.6)

Unit V Team Activities (2.5 & 2.6)

Standard 2.5 (Motor Skill Development)

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet these standards, students must participate in a wide range of developmentally-appropriate games, sports, creative movement, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Unit 5: Motor Skills Development

The student will demonstrate competency in motor skill and movement patterns needed to perform a variety of physical activities.

Performance Objectives:

All students will gain the competence and confidence in their gross and fine motor movements using safe efficient and effective movements to maintain a healthy, active lifestyle through games, sports, dance, and recreational activities.

By the end of **Grade 2 students will:**

A. Movement Skills and Concepts

By the end of **Pre-K - K**, students will:

- Develop and competence and confidence in activities that require basic gross motor skills (i.e. starting, stopping, hopping, marching, walking, jogging, jumping, crawling).
- Demonstrate appropriate control and move safely while moving in personal and general space. (I.e. game, physical activity, and dance).
Demonstrate levels, directions, ranges and pathways in a controlled and applied setting.
- Demonstrate basic understanding of verbal and visual cues during physical activity.

By the end of **Grade 1**, students will:

- Demonstrate levels, directions, ranges and pathways in a controlled and applied setting.
- Demonstrate basic understanding of verbal and visual cues during physical activity.
- Explain and demonstrate how basic movement and safety play a role in movement activity.
- Respond to a change in tempo, beat, rhythm, and musical style while performing in time and with appropriate force and flow.
- Develop and refine basic gross motor skills (i.e. walking, jogging, and jumping).
- Demonstrate appropriate control while moving in personal and general space. (i.e. game, physical activity, and dance).

By the end of **Grade 2**, students will:

- Explain and demonstrate how basic movement and safety play a role in movement activity.
- Respond to a change in tempo, beat, rhythm, and musical style while performing in time and with appropriate force and flow.
- Development of basic movement abilities.
- Apply concepts such as body parts, actions, and planes, and personal/general space.
- Utilize refined gross motor skills in an applied setting.
- Understand basic gross motor skills leads to the foundation for regular physical activity.
- Correct movement in response to feedback provided by both teachers and peers.
- Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style).
- Define and use basic movement vocabulary to describe physical activity.
- Identify and use concepts of the body, space, effort, and relationships that vary quality of movement.

B. Strategy

By the end of **Pre-K - K**, students will:

- Display a basic understanding between an offensive player and a defensive player during game play.
- Demonstrate cooperative and competitive strategies in movement activities and modified games.
- Realize how their attitude impacts their physical performance.
- Display strategies that will help class members to achieve their goals.
- Display a basic understanding that teamwork and communication is key to positive outcomes in game play.

- Develop and refine gross-motor and fine-motor skills.

By the end of **Grade 1**, students will:

- Explain and demonstrate the roles of offensive and defensive players and the impact they have during the game.
- Demonstrate cooperative and competitive strategies in movement activities and modified games.
- Realize how their attitude impacts their physical performance.
- Display strategies that will help team members to achieve their goals.
- Display a basic understanding that teamwork and communication is key to positive outcomes in game play.

By the end of **Grade 2**, students will:

- Explain and demonstrate the roles of offensive and defensive players and the impact they have during the game.
- Demonstrate cooperative and competitive strategies in movement activities and modified games.
- Realize how their attitude impacts their physical performance.
- Display strategies that will help team members to achieve their goals.
- Display a basic understanding that teamwork and communication is key to positive outcomes in game play.
- Demonstrate how working with others in cooperative movements, sharing, and working together can solve a problem and or tackle a challenge.
- Understand the responsibility associated with being a member of a group, and to work cooperatively.
- Explain that mental attitudes influence the outcome of an activity.

C. Sportsmanship, Rules and Safety

By the end of **Pre-K - K**, students will:

- Practice appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes the enjoyment of the event.
- Demonstrate personal safety space awareness during game play.
- Demonstrate basic activity and safety rules when refining nonlocomotor skills (e.g. twisting, bending, stretching, and curling).
- Explain what it means to display good sportsmanship.

Apply and demonstrate good sportsmanship in game play.
Demonstrate cooperative strategies in activities and games.
Demonstrate learned safe practices in play inside and out and be able to identify potential hazards in their environment .

By the end of **Grade 1**, students will:

- Practice appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes the enjoyment of the event.
- Demonstrate personal safety space awareness during game play.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Explain what it means to display good sportsmanship.
- Apply and demonstrate good sportsmanship in game play.
- Demonstrate cooperative strategies in activities and games.

By the end of **Grade 2**, students will:

- Practice appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes the enjoyment of the event.
- Demonstrate personal safety space awareness during game play.
- Know safe practice, physical education rules and procedures and apply them as instructed.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Explain what it means to display good sportsmanship.
- Explain why good sportsmanship is important and demonstrate positive behaviors during game play.
- Demonstrate how working with others in cooperative movements, sharing, and working together can solve a problem and or tackle a challenge.

Pre-K and Kindergarten -Instructional Strategies

- A. Movement Skills and Concepts** types of motor skills (fine and gross)
fundamental movement patterns rhythm/time/coordination/tempo/direction
spatial awareness (e.g., general, individual, shared) spatial relationships (e.g., over, under, behind, alongside, through) verbal/visual response gravity and base of support and balance
body parts vocabulary associated with movement
Basic coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about

the hips, walk a balance beam).

B. Strategy

- personal organizational skills
- personal choices
- importance of individual and small group participation
- benefits of participation
- appropriate behavior associated with activities
- importance of cooperation and competition

C. Sportsmanship, Rules, and Safety

- positive behaviors
- rules and etiquette
- safety guidelines
- equipment safety and use
- risk factors
- accident prevention
- Daily environment safe and hazard-free.

Grade 1 – Instructional Strategies

D. Movement Skills and Concepts

- types of motor skills
- fundamental movement patterns (e.g., direction, ranges and pathways)
- rhythm/time/coordination/tempo/direction
- spatial awareness (e.g., general, individual, shared)
- spatial relationships (e.g., over, under, behind, alongside, through)
- verbal/visual response
- locomotor/non-locomotor
- gravity and base of support
- body planes parts
- vocabulary associated with movement

B. Strategy

- personal organizational skills (e.g., competitive and cooperative)
- personal choices
- importance of group participation
- benefits of participation
- appropriate behavior associated with activities
- mental attitudes impacts performance

C. Sportsmanship, Rules, and Safety

- positive behaviors
- rules and etiquette (e.g., participating and observing activities)
- safety guidelines
- equipment safety
- risk factors
- accident prevention

Grade 2 – Instructional Strategies

A. Movement Skills and Concepts

- types of basic motor skills
- movement patterns (e.g., space, time, direction, range and pathways)
- rhythm/time/coordination/tempo/direction
- manipulative/coordination/dexterity
- spatial awareness (e.g., specific, individual, shared)
- spatial relationships with equipment
- verbal/visual response
- gravity and base of support
- body planes and parts
- vocabulary associated with movement
- movement assessment and response

B. Strategy

- personal organizational skills (e.g., competitive and cooperative)
- personal choices in activities
- importance of group and team participation
- appropriate behavior associated with activities
- offense and defense
- mental attitudes impacts performance

C. Sportsmanship, Rules, and Safety

- positive behaviors, attitudes, and sportsmanship
- rules and etiquette (e.g., participating and observing activities)
- equipment safety and guidelines
- risk factors and accident prevention

GRADE: Pre-K-K
UNIT #: 1
UNIT NAME: Movement Education/Rhythm
SLO #: 1,6

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement			
Basic Movement (walking, jogging, jumping, crawling) 1	Continues to refine basic movement skills	Demonstrates refined basic movement skills	Consistently demonstrates refined basic movement skills in various settings
Pathways (Straight, curved, zigzag) 6	Displays little or no understanding of basic movement through various pathways	Demonstrates basic movement through various pathways in different settings	Consistently demonstrates movement pathways in various settings
Directions (forward, backward, sideways, up and down, diagonal) 6	Displays little or no understanding of directional movement	Demonstrates basic movement through various directions in different settings	Consistently demonstrates directional movement in various settings
Ranges (near and far)	Displays little or no understanding of ranges in relation to basic movement	Demonstrates understanding of near and far ranges in different settings (in relationship to others and/or objects)	Consistently demonstrates understanding of ranges in relation to basic movement in various settings
Levels (high, medium, low) 6	Displays little or no understanding of levels in relation to basic movement	Demonstrates basic movement through various levels in different settings	Consistently demonstrates levels during basic movement in various settings

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
 Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

CONTENT AREA: Physical Education

GRADE: 1

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 2, 3, 7

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement Skills & Rhythm			
Moving in personal space & general space 2	Inconsistently displays appropriate control in movement	Demonstrates appropriate control in movement activities (i.e. game, physical activity, dance)	Utilizes appropriate control consistently in a variety of movement activities and settings
Moves safely 3	Inconsistently displays safety during movement	Demonstrates an understanding of safety and applies it during movement activities	Consistently demonstrates and applies an understanding of safety during movement activities
Responds to tempo, rhythm and beat 7	Inconsistently responds to changes in tempo, rhythm and beat	Responds appropriately to a change in tempo, rhythm and beat while performing (teacher prompted)	Identifies and modifies changes in movement in response to tempo, rhythm and beat (individually)

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

CONTENT AREA: Physical Education
GRADE: 2
UNIT #: 1
UNIT NAME: Movement Education/Rhythm
SLO #: 4, 5, 8, 9

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement Skills & Rhythm			
Refine movement skills in an applied setting 4	Displays little or no refined movement in applied settings	Utilizes refined movement in applied settings	Consistently utilizes refined movement in a variety of applied settings
Understands that movement skills are a foundation for regular physical activity 5	Displays little or no understanding that movement skills are a foundation for regular physical activity	Demonstrates understanding (physically or verbally) that movement skills are the foundation of physical activity	Consistently demonstrates understanding (physically or verbally) that movement skills are the foundation of physical activity
Uses feedback to correct performance 8	Displays little or no response to feedback provided by peers or teachers	Provides the utilizes feedback to correct movement (peers and teachers)	Consistently provides and utilizes feedback to correct movement (peers and teachers)
Movement response to change of music 9	Displays little or no ability to modify movement in response to change in music (temp, rhythm and beat)	Identifies and demonstrates changes of movement in response to music (tempo, rhythm and beat)	Consistently identifies and modifies movement in response to changes in music (tempo, rhythm and beat)

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
 Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet these standards, students must participate in a wide range of developmentally-appropriate games, sports, creative movement, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Unit 5: Motor Skills Development

The student will demonstrate competency in motor skill and movement patterns needed to perform a variety of physical activities.

Performance Objectives:

All students will gain the competence and confidence in their gross and fine motor movements using safe efficient and effective movements to maintain a healthy, active lifestyle through games, sports, dance, and recreational activities.

A. Movement Skills and Concepts

By the end of **Grade 5 students will:**

By the end of **Grade 3 students will:**

- Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities.
Perform essential forms of movement in a rhythmic activity.
- Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings.
- Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.).

- Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions using different body parts.
 - Apply basic movement concepts appropriate to a given situation while participating in various activities.
- Demonstrate basic competency in rhythmic/movement activities.
- Ability to correct movement areas in response to feedback.

By the end of **Grade 4**, students will:

- Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance.
 - Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance.
 - Demonstrate control and begin to utilize movement patterns in a variety of activities and modified/lead-up games.
 - Identify and use basic movement concepts (e.g. pathways, directions, relationships, effort etc.).
 - Explain and perform gross motor skills while participating in applied settings.
 - Explain and perform fine motor skills while participating in applied settings.
 - Demonstrate proper force/effort and speed/flow in a given situation while participating in applied settings.
- Demonstrate basic competency in rhythmic/movement activities.
- Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

By the end of **Grade 5**, students will:

- Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance.
- Demonstrate proper force/effort and speed/flow in a given situation while participating in applied settings.
- Demonstrate basic competency in rhythmic/movement activities.
- Participate in a variety of modified lead up games.
- Demonstrate basic competency in rhythmic movement activities.
- Explain and demonstrate how to control a variety of objects within non-competitive, cooperative and competitive environment (apply rules) while moving in general space at varying pathways, directions, and speeds.
- Demonstrate a synchronized group rhythmic activity that engages students in moderate

to vigorous physical activity.

- Demonstrate a variety of ways to move in the air and land with control. (i.e. jumping, leaping, vaulting).

B. Strategy

By the end of **Grade 3**, students will:

- Explain the differences between offense and defense.
- Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice).
- Demonstrate strategies that enable team members to achieve goals.
- Determine how attitudes impact physical performance.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.
- Describe how team members may motivate each other for success during cooperative games and activities.
- Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities.

- Explain and demonstrate how to dribble and shot and object for a goal in a variety of games, sports, and activities.
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.

By the end of **Grade 4**, students will:

- Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented.
- Explain and demonstrate the use of basic offensive and defensive strategies (e.g. player positioning, faking, dodging, creating open areas, and defending space).
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.
- Describe specific strategies that will maintain or improve each health-related and skill-related game component.
- Acknowledge the contributions of team members and choose appropriate ways to motive and celebrate accomplishments.
- Demonstrate effective team building skills in a variety of cooperative physical challenges and activities.
- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.

By the end of **Grade 5**, students will:

- Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities).
Explain the importance of positional boundaries and how it affects game strategies.
- Explain and demonstrate the use of basic offensive and defensive strategies (e.g. player positioning, faking, dodging, creating open areas, and defending space).
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.
- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.
- Explain and demonstrate offensive, defensive and cooperative strategies and how they are applies in most games, sports, and other activity situations.
- Explain and demonstrate throwing and catching using correct mechanical techniques in

games, sports, and activities.

C. Sportsmanship, Rules and Safety

By the end of **Grade 3**, students will:

- Explain what it means and demonstrate good sportsmanship.
- List the characteristics of good sportsmanship and give examples of appropriate behavior as both a player and an observer.
- Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.
- List specific rules and procedures during physical activity and explain and demonstrate how they contribute to a safe active environment.
Discuss why awareness of game surroundings and boundaries contribute to safe play.
- Discuss appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.
- List specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

By the end of **Grade 4**, students will:

- List the characteristics of good sportsmanship and give examples of appropriate behavior as both a player and an observer.
- Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.
- Discuss appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Explain the importance of personal space boundaries in play and how it contributes to a safe game environment.
- Explain the importance of foul prevention in games with relationship to safety.

By the end of **Grade 5**, students will:

- List the characteristics of good sportsmanship and give examples of appropriate behavior as both a player and an observer.
- Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.
- Compare and contrast the roles of players and observers in regard to proper sportsmanship and recommend strategies to improve these behaviors.
- Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.
- Apply rules and procedures for specific games, sports and other competitive activities and describe how they enhance participation and safety.
- Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities.
- Explain the importance of personal space boundaries in play and how it contributes to a safe game environment.
- Explain the importance of foul prevention in games with relationship to safety.

Grade 3 -Instructional Strategies

B. Movement Skills and Concepts

- movement patterns/concepts
- verbal/visual response
- vocabulary associated with movement
- spatial awareness (e.g., specific, individual, shared) spatial relationships with equipment
- manipulative/coordination/dexterity
- base of support/ gravity/balance rhythm/time/coordination/tempo/creative movement

C. Strategy

- importance and benefits of participation organizational skills
- knowledge of equipment use
- appropriate behavior associated with activities knowledge and etiquette associated with activities achievement of goals
- impact of attitudes
- importance of skill progression

D. Sportsmanship, Rules, and Safety

- positive behaviors/attitudes
- self-motivational tactics
- team-motivational tactics
- conflict resolution
- rules and etiquette knowledge
- safety guidelines and risk factors
- equipment safety
- accident prevention

Grade 4 – Instructional Strategies

A. Movement Skills and

- **Concepts** types of movement
- patterns/concepts verbal/visual
- response
- vocabulary associated with movement
- spatial awareness to equipment and individuals
- manipulative/coordination/dexterity
- base of support/ gravity/balance
- rhythm/time/coordination/tempo/creative movement

B. Strategy

- importance and benefits of participation
- organizational skills
- verbal/visual response to instruction
- knowledge/use of equipment
- knowledge and etiquette associated with activities
- attitude impact
- importance of skill progression

C. Sportsmanship, Rules, and Safety

- positive
- behaviors/attitudes
- self-motivational
- tactics
- team-motivational
- tactics conflict
- resolution
- rules and etiquette
- knowledge safety

- guidelines and risk
- factors equipment
- safety usage
- accident prevention

Grade 5 – Instructional Strategies

A. Movement Skills and Concepts

- components of movement
- movement
- patterns/concepts
- movement challenges
- vocabulary related to
- movement use of motor
- skills
- specific skill concepts
- rhythm/time/coordination/t
empo/
- creative movement
- verbal/visual response

B. Strategy

- importance and benefits of participation organizational skills
- appropriate applications of equipment
- offense and defense skills
- self-motivational tactics
- team-motivational tactics
- self-evaluation assessment

C. Sportsmanship, Rules, and Safety

- safety guidelines and risk factors
- space and boundary awareness equipment safety
- accident prevention
- positive behaviors/attitudes

- player and observers
 - behaviors rules and etiquette
- conflict resolution

CONTENT AREA: Physical Education

GRADE: 3

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 1, 2, 3

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Locomotor and Nonlocomotor Skills			
Demonstrates essential elements of movement 1	Displays little or no ability to demonstrate essential elements of movement while performing locomotor/nonlocomotor activities	Demonstrates essential elements of movement while performing locomotor/nonlocomotor activities	Consistently demonstrates essential elements of movement while performing a variety of locomotor/nonlocomotor activities
Performs essential elements of movement during rhythmic activity 2	Displays little or no ability to perform the essential elements of movement during rhythmic activity	Performs the essential elements of movement during rhythmic activity	Consistently performs the essential elements of Movement during various rhythmic activities
Demonstrates appropriate control while engaged in games, activities, or dance in various settings 3	Displays little or no ability to demonstrate appropriate control while engage in games, activities, or dance in various applied settings	Demonstrates appropriate control while engaged in games, activities, or dance in various applied settings	Consistently demonstrates appropriate control while engaged in a variety of games, activities, or dance in various applied settings

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

CONTENT AREA: Physical Education
GRADE: 4
UNIT #: 1
UNIT NAME: Movement Education/Rhythm
SLO #: 4, 5, 6

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement Skills & Rhythm			
Explain how performing essential elements of movement affects one’s personal health and fitness 4	Demonstrates little or no understanding of how the essential elements of movement affect personal health and fitness	Explains how the essential elements of movement affect personal health and fitness	Explain how performing the essential elements of movement affect various aspects of personal health and fitness
Explains how the correction of movement of errors in response to teacher/peer feedback improves movement in games, activities, and dance 5	Displays little or no understanding of how the correction of movement errors by teachers/peers improves movement in games, activities, and dance	Explains how the correction of movement errors by teachers/peers improves movement in games, activities, and dance	Explains and demonstrates how the correction of movement errors by teachers/peers improves movement in a variety of games, activities, and dance
Combines accurate rhythm, coordination and movement patterns while engaged in games, activities, and dance 6	Displays inconsistent skill when combining accurate rhythm, coordination, and movement patters while participating in games, activities, and dance	Combines accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance	Consistently combines accurate rhythm, coordination, and movement patterns while participating in a variety games, activities, and dance

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
 Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

CONTENT AREA: Physical Education

GRADE: 5

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 7, 8, 9

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement Skills & Rhythm			
Explains or engages in a game, activity, or dance from a variety of cultures or historical periods 7	Demonstrates little or no understanding of a game, activity, or dance from a variety of cultures or historical periods	Explains or engages in a game, activity, or dance from a variety of cultures or historical periods	Explains or engages in various games, activities, or dances from a variety of cultures or historical periods
Develop and demonstrate a rhythmic routine/dance comprised of smooth flowing sequential patterns 8	Displays little or no understanding of how to create and demonstrate a smooth flowing rhythmic routine/dance comprised of sequential movement patterns	Creates and demonstrates a smooth flowing rhythmic routine/dance comprised of sequential movement patterns	Consistently creates and demonstrates a variety of smooth flowing rhythmic routines/dances comprised of sequential movement patterns
Demonstrate a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level 9	Displays inconsistent skill when demonstrating a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level	Demonstrates a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level	Demonstrates an advanced synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet these standards, students must participate in a wide range of developmentally-appropriate games, sports, creative movement, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Unit 5: Motor Skills Development

The student will demonstrate competency in motor skill and movement patterns needed to perform a variety of physical activities.

Performance Objectives:

All students will gain the competence and confidence in their gross and fine motor movements using safe efficient and effective movements to maintain a healthy, active lifestyle through games, sports, dance, and recreational activities.

A. Movement Skills and Concepts

By the end of **Grade 8** students will:

By the end of **Grade 6** students will:

- Explain and demonstrate movements that combine mechanically correct movement sequences (i.e. lay-up, aerobic routine and dance).
- Compare and contrast how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, and agility).

- Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.
- Demonstrate a progressive form movement combination and manipulative skills in various physical activities.
Demonstrate basic competency rhythmic activities.
- Explain and perform movement skills that combine mechanically correct movement in isolated and applied settings.
- Perform movement skills which are often based on an individual's ability to analyze one's performance as well as receive constructive feedback.
Detect, analyze and correct errors and apply to refine movement skills.
Analyze the impact of different world cultures on present-day games, sports, and dance.

By the end of **Grade 7**, students will:

- Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports, and dance).
- Create and demonstrate a planned movement sequence that includes change in force, motion and tempo in various physical activities (i.e. games, sports, and dance).
- Discuss movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort).
- Demonstrate a progressive form movement combination and manipulative skills in various physical activities.
Demonstrate basic competency rhythmic activities.
- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance, and recreational activities).
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

By the end of **Grade 8**, students will:

- Demonstrate competence in a variety of movement forms and specific skills.
- Detect, analyze, correct error, and apply changes to refine movement skills.
- Create, explain, and demonstrate movement sequence and patterns.
- Apply movement concepts appropriate to the given situation (e.g. force, effort, time, direction and relationship) while participating in individual/dual /team sports.
Demonstrate a planned movement sequence that incorporates feedback from teachers and peers.

-
- Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance.
- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance, and recreational activities).
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

B. Strategy

By the end of **Grade 6**, students will:

- Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.
- Participate in modified team activities and identify offensive and defensive strategies.
- Identify and demonstrate the use of various shots/skills used during practice/game play.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies.
- Discuss the effectiveness of specific mental strategies applied to improve performance.

By the end of **Grade 7**, students will:

- Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies.
- Discuss the effectiveness of specific mental strategies applied to improve performance.
- Compare and contrast the use of offensive, defensive, and cooperative strategies to improve performance.
- Discuss how to give fair and honest skill specific feedback to a partner/teammates which can be integrated into game play.
- Analyze individual and team effectiveness in achieving a goal and make recommendations on improvement.
- Explain the relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

By the end of **Grade 8**, students will:

- Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play.
- Compare and contrast the use of offensive, defensive, and cooperative strategies to improve performance in a variety of settings.
- Explain the relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
- Define appropriate fitness training skills (skill-related fitness components) and exercise needed to participate successfully and efficiently in individual/dual activities.
- Discuss how individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels and team work.

C. Sportsmanship, Rules and Safety

By the end of **Grade 6**, students will:

- Describe and demonstrate the application of appropriate rules, sportsmanship and safety precautions.
- Discuss the use of positive feedback and self-evaluation to enhance performance in activities.
- Demonstrate and fairly enforce various rules during game play and how to exhibit appropriate sportsmanship.
- Discuss the need for practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.
- Compare the roles and responsibilities for players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Discuss how to relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Discuss the strong cultural, ethnic, and historical backgrounds associated with competitive sports and dance.

By the end of **Grade 7**, students will:

- Discuss the need for practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.
- Demonstrate strategies that will work to improve the effectiveness in safety of all participate during team activities and sports.
- Compare the roles and responsibilities for players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Discuss how to relate the origin and rules associated with certain games, sports, and dances and how they related to different cultures.
- Discuss the strong cultural, ethnic, and historical backgrounds associated with competitive sports and dance.
- Analyze how various types of equipment and products play a role to games, rules and safety procedure.

By the end of **Grade 8**, students will:

- Discuss rules and procedures for specific games, sports, and other competitive activities, and describe how they enhance participation and safety.
- Identify and conduct a self and peer/team sportsmanship assessment of appropriate sportsmanship behaviors of participants and observers.
- Develop and implement the strategies based on the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors.
- Discuss how self-initiated behaviors that promote individual and team group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Analyze the impact of different role cultures on present-day games, sports, and dance.
- Discuss the strong cultural, ethnic, and historical backgrounds associated with competitive sports and dance.
- Discuss the types of equipment, products, procedures, and rules that contribute to the safety of individual, small-group, and team activities.

Grade 6 -Instructional Strategies

A. Movement Skills and Concepts

- components of movement
- movement
- patterns/concepts

- movement challenges
- vocabulary related to movement use of motor skills
- specific skill concepts
- rhythm/time/coordination/tempo/ creative movement
- verbal/visual response

B. Strategy

- importance and benefits of participation
- organizational skills
- appropriate applications of equipment
- offense and defense skills
- individual/team tactics
- self-motivational tactics
- self-evaluation assessment

C. Sportsmanship, Rules, and Safety

- safety guidelines and risk factors equipment safety
- accident prevention
- peer/partner evaluations
- positive behaviors/attitudes
- participates/observer
- behaviors rules and etiquette
- conflict resolution

Grade 7 – Instructional Strategies

A. Movement Skills and Concepts

- Vocabulary related to movement
- Appropriate types of motor skills Specific skill activity
- Sequential movement patterns and follow through
- Manipulative/coordination/dexterity/agility Verbal/visual response
- Movement
- challenges/concepts of force and motion
- Body base support/balance

- Directionality/continuation/completion
- Different components of movement
- Rhythm/time/coordination/tempo/dance

B. Strategy

- Organizational/critical thinking skills
- Importance and benefit of participation
- Appropriate applications of equipment/safety
- Appropriate behavior associated with activities
- Cooperative play throughout activity
- Offense/defense tactics
- Mental preparation/effects on play
- Team/partner participation/feedback

C. Sportsmanship, Rules, and Safety

- Positive behaviors
- Conflict resolution
- Rules/etiquette/origins
- Safety guidelines
- Equipment safety Risk factors Accident prevention
- Positive Attitudes
- Mental Attitudes toward activities Self/team motivational tactics
- Cultures/competitive sports

Grade 8 – Instructional Strategies

Movement Skills and Concepts

- Vocabulary associated with movement
- Specific types of motor activities
- Sequential movement patterns/concepts
- Rhythm/time/coordination/tempo/direction/dance
- Directionality/continuation/completion/follow-through
- Sequential movement challenges
- Proper body mechanics Force/motion/gravity base of support
- Manipulative/coordination/dexterity/agility
- Verbal/visual response
- Self/expression/creativity/culture influences

- **Strategy**
 - Personal organizational skills-competitive/cooperative
 - Personal choices and activities
 - Importance of group and team participation Team goals/fitness levels
 - Appropriate behavior associated with activities
 - Offense/defense understanding Offense/defense tactics
 - Benefits of team tactics
 - Mental attitudes/effects on performance

- **Sportsmanship, Rules, and Safety**
 - Positive behaviors, attitudes, and sportsmanship
 - Self-peer/positive assessments
 - Rules and etiquette Participates/observers behaviors
 - Equipment Safety Guidelines
 - Risk factors/accident prevention
 - Cultural influences/competitiveness

CONTENT AREA: Physical Education

GRADE: 6

UNIT #: 2

UNIT NAME: Movement Education/Rhythm

SLO #: 1, 2, 3

MOVEMENT EDUCATION

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Parts			
Explain and demonstrate movements that contain mechanically correct movement sequences 1	Displays little or no ability to explain or demonstrate movements that contain mechanically correct movement sequences	Explains and demonstrates movements that contain mechanically correct movement sequences	Consistently explains and demonstrates various movements and contain mechanically correct movement sequences

<p>Compare and contrast how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, agility) 2</p>	<p>Displays little or no ability of how to compare and contrast how various movement skills are affected by a change in forces and motion (i.e. weight transfer, power, speed, agility)</p>	<p>Compares and contrasts how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, agility)</p>	<p>Demonstrates comprehensive understanding by comparing and contrasting how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, agility)</p>
<p>Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors 3</p>	<p>Displays little or no ability to identify mechanically correct skills or provide feedback to correct errors in execution</p>	<p>Demonstrates ability to identify mechanically correct skills and provide specific and appropriate feedback to correct errors in execution</p>	<p>Consistently demonstrates an ability to identify a variety of mechanically correct skills and provide very specific and appropriate feedback to correct errors in execution</p>

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

CONTENT AREA: Physical Education
GRADE: 7
UNIT #: 2
UNIT NAME: Movement Education/Rhythm
SLO #: 4, 5

MOVEMENT EDUCATION

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Parts			
Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports, dance) 4	Displays little or no ability to explain or apply the concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports, dance)	Explains and applies concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports, dance)	Consistently demonstrates understanding of the concepts of force and motion (weight transfer, power, speed, agility) to a variety of changing environments (i.e. games, sports, dance)
Create and demonstrate a planned movement sequence that includes changes in force, motion, and tempo in various physical activities (games, physical activities (games, sports, dance) 5	Displays little or no ability to create and demonstrate a planned movement sequence that includes changes in force, motion, and tempo in various physical activities (games, sports, dance)	Creates and demonstrates a planned movement sequence that includes changes in force, motion, and tempo in various physical activities (games, sports, dance)	Creates and demonstrates an advanced planned movement sequence that includes changes in force, motion, and tempo in various physical activities (games, sports, dance)

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
 Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

CONTENT AREA: Physical Education
GRADE: 8
UNIT #: 2
UNIT NAME: Movement Education/Rhythm
SLO #: 6, 7

MOVEMENT EDUCATION

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Parts			
Demonstrate a planned movement sequence that incorporates feedback from teachers and peers 6	Displays little or no ability to demonstrate a planned movement sequence that incorporates feedback from teachers and peers	Demonstrates a planned movement sequence that incorporates feedback from teachers and peers	Consistently demonstrates a planned movement sequence that successfully incorporates a variety of feedback from teachers and peers
Identify, describe and celebrate the influence that different world cultures have on games, sports and dance 7	Displays little or no ability to identify, describe and celebrate the influence that different world cultures have on games, sports and dance	Demonstrates the ability to identify, describe and celebrate the influence that different world cultures have on games, sports and dance	Demonstrates the ability to identify, describe and celebrate the influence that various world cultures have on different games, sports and dance

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
 Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

Standard 2.6 (Motor Skill Development)

STANDARD 2.6 (FITNESS) A STUDENTS WILL APPLY HEALTH-RELATED AND SKILL RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Unit 6: Fitness and Physical Activity

The student will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Performance Objectives:

The students within this standard will demonstrate and discuss the health-related components of fitness which entail; cardio (fitness levels), body composition, flexibility, muscular strength and endurance. Most important skills honed will be speed, agility, reaction time, coordination, and power. Students will learn about these components and develop and measure how to come up with and implement a personal fitness plan that supports a long, healthy, and active lifestyle.

By the end of **Grade 2 students will:**

By the end of **Pre-K-K:**

A. Fitness and Physical Activity

Performance Objectives:

- Identify how a person’s decision to be active has a direct impact on how they feel.
- Have an understanding how regular physical play contributes to being —welll.
- Develop and refine gross motor skills (crawling, marching, hopping, galloping, jumping, running and skipping) that can be utilized in fitness activities.
- Recognize the importance that the role of regular physical activity in relation to one’s

personal health.

- Discuss activity amounts and how they can help you stay fit. (goals)
- Have an understanding of what moderate to vigorous activities are and given age appropriate examples to promote their fitness.
- Students will recognize and given examples of non locomotor skills (e.g. twisting, bending, stretching, curling) and how they play a part in physical activity in relation to their personal health.
- Plan individual, small group, and group activities that involve movement games, dancing, and outdoor play.

By the end of **Grade 1 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Recognize one's feelings can impact the progress toward the achievement of a wellness goal.
- Explain how a safe environment encourages continued participation in physical activity.
- Have an understanding how regular physical activity contributes to being —welll.
- Develop and refine gross motor skills (hopping, galloping, jumping, running and skipping) that can be utilized in fitness activities.
- Recognize the importance that the role of regular physical activity in relation to one's personal health.
Discuss what a fitness goal is and how they go about attaining their goal.
- Develop decision making skills that promote participation in moderate to vigorous age-appropriate activities.
- Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of attaining wellness goals.
- Students will recognize and given examples of non locomotor skills (e.g. twisting, bending, stretching, curling) and how they play a part in physical activity in relation to their personal health.

By the end of **Grade 2 students will:**

A. Fitness and Physical

Activity Performance

Objectives:

Recognize one's feelings can impact the progress toward the achievement of a wellness goal.

Explain how a safe environment encourages continued participation in physical activity.

Develop a fitness goal and monitor how it might affect one's overall wellness.

Develop and refine gross motor skills (hopping, galloping, jumping, running and skipping) that can be utilized in fitness activities.

Discuss what a fitness goal is and how they go about attaining their goal.

Describe how outside factors influence decision making in regards to setting a fitness goal.

Develop decision making skills that promote participation in moderate to vigorous age-appropriate activities.

- Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of attaining wellness goals.
- Demonstrate basic activity and safety rules while engaging in moderate to vigorous and age appropriate physical activity.
- Students will recognize and given examples of non locomotor skills (e.g. twisting, bending, stretching, curling) and how they play a part in physical activity in relation to their personal health.
- Determine how participation in regular physical activity may help to prevent common health conditions (diabetes, high blood press, etc.).

Pre-K – K - Instructional Strategies

A. Fitness and Physical Activity

- Cardio/conditioning
- Refined gross motor skills
- Flexibility/agility
- Rhythm/time/coordination/tempo/direction
- Importance of participation/benefits
- Age appropriate fitness and movement activities Composition
- Goal setting Positive attitudes
- Personal skill development Safe and hazard free play

Grade 1 – Instructional Strategies

A. Fitness and Physical Activity

- Cardio/conditioning
- Refined gross motor skills
- Flexibility/agility
- Muscular performance
- Rhythm/time/coordination/tempo/direction
- Importance of participation/benefits
- Age appropriate fitness activities Composition
- Goal setting/attaining Positive attitudes
- Personal skill development
- Physical fitness vocabulary

Grade 2 – Instructional Strategies

A. Fitness and Physical Activity

- Cardio/conditioning
- Refined gross motor skills
- Flexibility/agility
- Muscular performance
- Rhythm/time/coordination/tempo/direction
- Importance of participation/benefits
- Age appropriate fitness activities
- Aerobic activities
- Work cooperatively throughout fitness
- Composition
- Goal setting/attaining
- Positive attitudes
- Personal skill development
- Physical fitness vocabulary

CONTENT AREA: Physical Education

GRADE: Pre-K-K

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 1, 4, 7, 10

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Explain how one's decisions to be active can have a direct impact on how they feel 1	Displays little or no understanding of one's decisions to be active can have a direct impact on how they feel	Explains how one's decisions to be active can have direct impact on how they feel	Consistently demonstrates understanding of how one's decisions to be active in various ways can have a direct impact on how they feel

Explains how participating in regular physical activity contributes to one being well 4	Displays little or no understanding of how regular physical activity contributes to being well	Explains how participating in regular physical activity contribute to being well	Consistently demonstrates understand of how a variety of different types of regular physical activity contributes to being well
Identify the basic safety rules that should be used when participating in any movement activity 7	Displays little or no understanding of the basic safety rules that should be applied when participating in any movement activity	Identifies the basic safety rules that should be applied when participating in any movement activity	Consistently identifies the basic safety rules that should be applied when participating in a variety of movement activities
Identify foods that promote a healthy lifestyle 10	Displays little or no understanding of what foods promote a healthy lifestyle	Identifies foods that promote a healthy lifestyle	Consistently identifies the foods that promote a healthy lifestyle

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

CONTENT AREA: Physical Education

GRADE: 1

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 2, 5, 8, 11, 13

FITNESS AND PHYSICAL ACTIVITY WELLNESS

Developing/Needs Improvement	Targeted	Exceeds Targeted
---	-----------------	-------------------------

Develop decision-making skills that promote participation in moderate to vigorous age-appropriate physical activities 2	Continues to develop the decision-making skills that promote participation in moderate to vigorous age-appropriate physical activities	Demonstrates development of the decisions-making skills that promote participation in moderate to vigorous age-appropriate physical activity	Consistently demonstrates decision-making skills that promote participation in a variety of moderate to vigorous age-appropriate physical activities
Explain what it means to be physically fit as well as how moderate to vigorous physical activity will aid in the achievement of wellness goals 5	Demonstrates little or no understanding of what it means to be physically fit as well as how physical activity aids in the achievement of wellness goals	Explains what it means to be physically fit as well as how moderate to vigorous physical activity aids in the achievement of wellness goals	Consistently demonstrates understanding of what it means to be physically fit as well as the various types of physical activities that will aid in the achievement of wellness goals
Explain how a safe environment encourages continued participation in physical activity 8	Demonstrates little or no understanding of how a safe environment encourages continued participation in physical activity	Explains how a safe environment encourages continued participation in physical activity	Consistently explains how safe environment encourages continued participation in a variety of physical activities
Explain how healthy food choices relate to one's personal wellness 11	Demonstrates little or no understanding of how healthy food choices relate to personal wellness	Explains how healthy food choices relate to personal wellness	Consistently explains how a variety of healthy food choices relate to personal wellness
Recognize how one's feelings can impact the progress toward the achievement of a wellness goal 13	Demonstrates little or no understanding of how one's feelings can impact the progress toward the achievement of a wellness goal	Recognize how one's feelings can impact the progress toward the achievement of a wellness goal	Consistently recognizes how one's feelings can impact the progress toward the achievement of a variety of wellness goals.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Username: model
Password: curriculum

CONTENT AREA: Physical Education
GRADE: 2
UNIT #: 2
UNIT NAME: Fitness and Physical Activity/ Wellness
SLO #: 3, 6, 9, 12, 14

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Describe how outside factors may influence decision making in regards to setting fitness goals 3	Displays little or no understanding of how outside factors influence decision making in regards to setting a fitness goal	Describes how outside factors influence decision making in regards to setting fitness goals	Consistently demonstrates understanding of how outside factors may positively or negatively influence decision making in regards to setting fitness goals.
Develop and monitor a fitness goal and explain how it might affect one's overall wellness 6	Displays little or no understanding of how developing and monitoring a fitness goal might affect one's overall wellness	Develops and monitors a fitness goal and explain how it might affect one's overall wellness	Develops and monitors a fitness goal and identifies its effect one's overall wellness
Demonstrate basic activity and safety rules while engaging in moderate to vigorous age-appropriate physical activity 9	Demonstrates little or no understanding of basic activity and safety rules while engaging in moderate to vigorous age-appropriate physical activity	Demonstrate basic activity and safety rules while engaging in moderate to vigorous age-appropriate physical activity	Consistently demonstrates basic activity and safety rules while engaging in a variety of moderate to vigorous age-appropriate physical activity

Determine why making healthier food choices influences long term wellness goals 12	Displays little or no understanding of why making healthier food choices influences long term wellness	Determines why making healthier food choices influences on germ wellness goals	Consistently demonstrates understanding of why making a variety of healthier food choices influence long term wellness goals
Determine how participation in regular physical activity may prevent	Displays little or no understanding of why regular participation in physical activity may	Determines how participation in regular physical activity may prevent common health	Consistently demonstrates understanding that regular participation in

common health conditions (diabetes, high blood pressure, etc.)	prevent common health conditions (diabetes, high blood pressure, etc.)	conditions (diabetes, high blood pressure, etc.)	a variety of different physical activities may prevent common health conditions (diabetes, high blood pressure, etc.)
---	--	--	---

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

STANDARD 2.6 (FITNESS) A STUDENTS WILL APPLY HEALTH-RELATED AND SKILL RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Unit 6: Fitness and Physical Activity

The student will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Performance Objectives:

The students within this standard will demonstrate and discuss the health-related components of fitness which entail; cardio (fitness levels), body composition, flexibility, muscular strength and endurance. Most important skills honed will be speed, agility, reaction time, coordination, and power. Students will learn about these components and develop and measure how to come up with and implement a personal fitness plan that supports a long, healthy, and active lifestyle.

By the end of **Grade 5 students will:**

By the end of **Grade 3:**

A. Fitness and Physical Activity

Performance Objectives:

- Identify each health-related and skill-related fitness component of fitness.
- Determine the short and long term physical (cardio/muscular), social, emotional and intellectual benefits of participating in regular physical activity.
- Identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level.
- Identify how each component of fitness contributes to personal health as well as motor skill performance.
- Participate in moderate to vigorous ages-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track the progress using fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

By the end of **Grade 4 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Describe specific strategies that will maintain or improve each health-related and skill-related fitness component.
- Engage in moderate to vigorous age appropriate activities.
- Participate in constant age appropriate physical activities.
- Participate in various activities that increase cardiovascular fitness.
- Determine the benefits of regular physical activity.
- Develop health-related fitness goals based on the assessment of one’s personal fitness-level and track progress using health/fitness indicators.
- Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.
- Determine how different factors influence personal fitness.
- Discuss the importance to find fitness activities that are enjoyed and can be continued throughout one’s life time.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

By the end of **Grade 5 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.
- Develop a personal fitness plan on the assessment of one’s personal fitness-levels and goals.
- Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan.
- Describe specific strategies that will maintain or improve each health-related and skill-related fitness component.
- Engage in moderate to vigorous age appropriate activities.
- Participate in constant age appropriate physical activities. Participate in various activities that increase cardio/muscular fitness. Discuss difference between aerobic and anaerobic activities.
- Determine the benefits of regular physical activity.
- Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.
- Determine how different factors influence personal fitness.
- Use knowledge of the health factors to explain how decision making affects physical activity and nutrition in relation to attaining personal health and fitness goals.

- Discuss the importance to find fitness activities that are enjoyed and can be continued throughout one's lifetime.

Grade 3- Instructional Strategies

A. Fitness and Physical Activity

Cardio endurance and conditioning
 Cross training(speed/power, force/effort)
 Flexibility/agility
 Muscular performance
 Importance of participation
 Target heart rates
 Positive attitudes
 Self-motivational skills
 Personal fitness plan
 Introduce technology/fitness indicators

Grade 4 – Instructional Strategies

A. Fitness and Physical Activity

Cardio endurance and conditioning
 Cross training (speed/power, force/effort)
 Flexibility/agility
 Muscular performance
 Importance/benefits of participation
 Target heart rates
 Continuous activity
 Positive mental attitudes
 Self-motivational skills
 Personal fitness plan/goal
 Introduce technology/fitness indicators

Grade 5 – Instructional Strategies

A. Fitness and Physical Activity

Cardio endurance and conditioning
 Cross training (speed/power, force/effort)
 Flexibility/agility

Muscular performance/endurance/strength
 Aerobic and anaerobic activities
 Importance/benefits of participation Target
 heart rates

Continuous activity

- Positive mental attitudes
- Self-motivational skills
- Personal fitness plan/goal
- Introduce technology/fitness indicators

CONTENT AREA: Physical Education

GRADE: 3

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 1, 4, 8

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Identify the health-related and skill-related components of fitness 1	Displays little or no ability to identify each of the health-related and skill-related components of fitness	Identifies each of the health-related and skill-related components of fitness	Consistently demonstrates understanding of each of the health-related and skill-related components of fitness
Determine the short/long term physical, social, emotional, and intellectual benefits of consistent physical activity 4	Displays little or no ability to determine the short/long term physical, social, emotional, and intellectual benefits of regular physical activity	Determine the short/long term physical, social, emotional, and intellectual benefits of regular physical activity	Consistently demonstrates understanding of the various the short/long term physical, social, emotional, and intellectual benefits of regular physical activity

<p>Identify which factors (health status, hereditary, environmental) may play a role in determining one's personal fitness level</p> <p>8</p>	<p>Displays little or no ability to identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level</p>	<p>Identifies which factors (health status, hereditary, environmental) might play a role in determining one's personal fitness level</p>	<p>Consistently identifies the various factors (health status, hereditary, environmental) that might play a role in determining one's as well as others personal fitness levels</p>
---	--	--	---

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this websites*

CONTENT AREA: Physical Education

GRADE: 4

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 2, 5, 9

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	<p>Developing/Needs Improvement</p>	<p>Targeted</p>	<p>Exceeds Targeted</p>
<p>Describe specific strategies that will maintain or improve each health-related and skill related component of fitness</p> <p>2</p>	<p>Displays little or no understanding of specific strategies that will maintain or improve each health-related and skill-related component of fitness</p>	<p>Describe specific strategies that will maintain or improve each health-related and skill-related component of fitness</p>	<p>Describes various specific strategies that will maintain or improve each health-related and skill-related component of fitness</p>

<p>Develop health-related fitness goals based on the assessment of one's personal fitness level and track progress using health/fitness indicators 5</p>	<p>Displays little or no understanding of how to develop health-related fitness goals based on the assessment of one's personal fitness level and track progress using health/fitness indicators to</p>	<p>Develops health-related fitness goals based on the assessment of one's personal fitness level and track progress using health/fitness indicators</p>	<p>Explains and demonstrates how to develop health-related fitness goals based on the assessment of one's personal fitness level and track progress using health/fitness indicators</p>
<p>Identify factors (health status, interests, environmental) that impact fitness and explain their possible positive or negative effects 9</p>	<p>Displays little or no understanding of the factors (health status, interests, environmental) that impact fitness and explain their potential positive or negative effects</p>	<p>Identifies factors (health status, interests, environmental) that impact fitness and explain their potential positive or negative effects</p>	<p>Identifies various factors (health status, interests, environmental) that impact fitness and explain their potential positive or negative effects on certain body systems</p>

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

CONTENT AREA: Physical Education
GRADE: 5
UNIT #: 2
UNIT NAME: Fitness and Physical Activity/ Wellness
SLO #: 3, 6, 7, 10

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	<p>Developing/Needs Improvement</p>	<p>Targeted</p>	<p>Exceeds Targeted</p>
<p>Explain and</p>	<p>Demonstrates little or</p>	<p>Explain and</p>	<p>Explains and</p>

<p>demonstrate specific exercise, activities, and strategies that will maintain or improve health related and skill related fitness components 3</p>	<p>no ability to explain or demonstrate specific exercises, activities, and strategies that will maintain or improve health related and skill related and skill related fitness components</p>	<p>demonstrate specific exercises, activities, and strategies that will maintain or improve health related and skill related fitness components</p>	<p>demonstrates various games, activities, and strategies that will maintain or improve health related and skill related fitness components</p>
<p>Develop a personal fitness plan based on the assessment of one's personal fitness levels and goals 6</p>	<p>Displays little of no ability to develop a personal fitness plan based on the assessment of one's personal fitness levels and goals</p>	<p>Develops a personal fitness plan based on the assessment of one's personal fitness levels and goals</p>	<p>Develops a personal fitness plan based on the assessment of one's personal fitness levels and goals</p>
<p>Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan 7</p>	<p>Displays little or no ability to identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan</p>	<p>Identifies and monitors health/fitness indicators through the development and implementation of a personal fitness plan</p>	<p>Identifies and monitors a variety of health/fitness indicators through the development and implementation of a personal fitness plan</p>
<p>Use knowledge of certain health factors to explain how decision-making affects physical activity, and nutrition in relation to attaining personal health and fitness goals</p>	<p>Displays little or no ability to use knowledge of certain health factors to explain how decision-making affects physical activity, and nutrition in relation of attaining personal health and fitness goals</p>	<p>Displays the ability to use knowledge of certain health factors to explain how decision-making affects physical activity, and nutrition in relation to attaining personal health and fitness goals</p>	<p>Consistently displays the ability to use knowledge of a variety of health factors to explain how decision-making affects physical activity, and nutrition in relation to attaining personal health and</p>

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

STANDARD 2.6 (FITNESS) A STUDENTS WILL APPLY HEALTH-RELATED AND SKILL RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Unit 6: Fitness and Physical Activity

The student will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Performance Objectives:

The students within this standard will demonstrate and discuss the health-related components of fitness which entail; cardio (fitness levels), body composition, flexibility, muscular strength and endurance. Most important skills honed will be speed, agility, reaction time, coordination, and power. Students will learn about these components and develop and measure how to come up with and implement a personal fitness plan that supports a long, healthy, and active lifestyle.

By the end of **Grade 8 students will:**

By the end of **Grade 6:**

A. Fitness and Physical Activity

Performance Objectives:

- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Identify the personal, social, environmental factors that impact fitness and personal health.
- Determine how one can achieve a healthy body composition.
- Describe the components of fitness (e.g. flexibility, cardiovascular fitness, muscular strength/endurance and body composition).

- Define the differences between skill and health related fitness, and explain how the respective components can be enhanced through practice/training.
- Using an assessment of one’s personal fitness level, develop a personal physical activity program.
- Describe and apply the FITT (Frequency, Intensity, Time, and Type) principle to improve personal fitness.
Describe the effects of exercise of muscular strength/endurance.
- Discuss the short and long term physical, social and emotional benefits regular physical activity throughout one’s life.
Discuss how medical and technological advances impact personal fitness.
- Relate physical activity, healthy eating, and body composition to long term personal fitness and health.

By the end of **Grade 7 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Identify the personal, social, environmental factors that impact fitness and personal health.
- Determine how one can achieve a healthy body composition.
- Define body composition and identify health strategies for gaining, maintaining or losing weight safely (such as applying healthy eating habits, modifying lifestyle behaviors, and increasing physical activity).
- Describe the components of fitness (e.g. flexibility, cardiovascular fitness, muscular strength/endurance and body composition).
- Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/training.
- Using an assessment of one’s personal fitness level, develop a personal physical activity program.
- Determine how advances in technology may be used to improve personal fitness using the primary principles of training (FITT).
Describe the effects of exercise of muscular strength/endurance.
- Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one’s lifetime.
Discuss how medical and technological advances impact personal fitness.

-
- Relate physical activity, health eating, and body composition to long term personal fitness and health.

By the end of **Grade 8 students will:**

A. Fitness and Physical

Activity Performance

Objectives:

- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Identify the personal, social, environmental factors that impact fitness and personal health.
- Determine how one can achieve a healthy body composition.
- Define body composition and identify health strategies for gaining, maintaining or losing weight safely (such as applying healthy eating habits, modifying lifestyle behaviors, and increasing physical activity).
- Describe the components of fitness (e.g. flexibility, cardiovascular fitness, muscular strength/endurance and body composition).
- Discuss supplements/steroids and injuries as they relate to a healthy, lifetime fitness plan.
- Using an assessment of one's personal fitness level, develop a personal physical activity program.
- Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles.
- Describe the effects of exercise of muscular strength/endurance.
- Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime.
- Discuss how medical and technological advances impact personal fitness.
- Relate physical activity, healthy eating, and body composition to long term personal fitness and health.

Grade 6- Instructional Strategies

B. Fitness and Physical Activity

Cardio endurance/conditioning
Cross training (speed/power, force/effort) and circuit training
Flexibility/agility
FITT and RICE
Muscular performance/endurance/strength
Importance/benefits participation
Performance enhancements/supplements
Positive attitudes exercise
Healthy lifestyle behaviors
Personal fitness goals/assessment
Recreational physical activities

Grade 7 – Instructional Strategies

A. Fitness and Physical Activity

Cardio endurance/conditioning
Cross training (speed/power, force/effort) and circuit training
Flexibility/agility
FITT and RICE
Muscular performance/endurance/strength
Importance/benefits participation
Lifetime/leisure fitness activities
Performance enhancements/supplements
Positive attitudes exercise

- Healthy lifestyle behaviors
- Personal fitness goals/assessment
- Recreational physical activities

Grade 8 – Instructional Strategies

A. Fitness and Physical Activity

Cardio endurance/conditioning
Cross training (speed/power, force/effort) and circuit training
Flexibility/agility
FITT and RICE
Muscular performance/endurance/strength
Importance/benefits participation
Lifetime/leisure fitness activities
Performance enhancements/supplements
Positive attitudes exercise
Healthy lifestyle behaviors

Personal fitness goals/assessment
 Recreational physical activities
 Healthy lifestyle behaviors

CONTENT AREA: Physical Education
GRADE: 6
UNIT #: 2
UNIT NAME: Fitness and Physical Activity/Wellness
SLO #: 1, 3, 4, 6

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Identifies the personal, social, and environmental factors that impact physical fitness and personal health 1	Displays little or no understanding of the personal, social, or environmental factors that impact physical fitness and personal health	Identifies the personal, social, and environmental factors that impact physical fitness and personal health	Demonstrates comprehensive understanding of the personal, social, and environmental factors that impact physical fitness and personal health
Understand the difference between skill and health related fitness and can implement them into practice/training 3	Displays little or no understanding of health or skill related fitness components	Demonstrates on understanding of the differences between health and skill related fitness and identifies how each can be enhanced through practice/training	Demonstrates comprehensive understanding of both health related and skill related fitness components and integrates them into a physical activity program
Understand the use of a fitness assessment as a baseline to develop a physical activity program 4	Displays little or no understanding of the use of a pre or post fitness assessment in developing a physical activity program	Demonstrates understanding of the use of fitness assessments in developing a physical activity program	Consistently demonstrates understands of the use of fitness assessments in developing a physical activity program

Understands how the FITT principle can be applied to improve personal fitness 6	Displays little or no understanding of the FITT principle or how it can be applied to improve personal fitness	Demonstrates an understanding of the FITT principle and applies it to improve personal fitness	Demonstrates comprehensive understanding of the FITT principle and its application to improve personal fitness through its use in a physical activity program
---	--	--	---

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

CONTENT AREA: Physical Education

GRADE: 7

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 2, 5, 7

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Understanding that regular physical activity plays a role in physical, social, and emotional health throughout one's lifetime 2	Displays little or no understanding of the benefits of regular physical activity and how it changes throughout one's lifetime	Identifies short and long term physical, social, and emotional benefits of regular physical activity throughout one's lifetime	Consistently demonstrates understanding of physical, social, and emotional benefits of a variety of physical activities throughout one's lifetime
Understands body composition and identification of healthy strategies for weight management (gaining, maintain, losing weight) 5	Displays little or not understanding of body composition and/or identification of healthy weight management strategies	Demonstrates understanding of body composition and healthy weight management strategies (through nutrition log and food/eating plan, and activity plan)	Consistently demonstrates understanding of body composition and healthy weight management strategies by creating and modifying a balanced food/eating and activity plan as necessary

Utilizes technology (HR monitors, pedometers, etc.) to determine how the FITT principle can impact overall personal fitness 7	Displays little or no understanding of how advances in technology apply to the FITT principle in modifying/enhancing personal fitness	Demonstrates understanding of how advances in technology apply to the FITT principle in modifying/enhancing personal fitness	Consistently demonstrates understanding of how advances in technology apply to the FITT principle in modifying/enhancing personal fitness
--	---	--	---

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

**You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.*

CONTENT AREA: Physical Education

GRADE: 8

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/ Wellness

SLO #: 8, 9

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Analyzes personal health data to develop, implement, and reflect on overall wellness plan 8	Displays little or no understanding of the analysis of personal health data	Analyzes the application of personal health data for the implementation of a personal health plan	Completes a thorough analysis of personal health data for the implementation a personal health plan
Creates, implements and reflects on overall fitness/wellness plan applying the FITT principle 8	Displays little or no understanding of application of the FITT principle as part of an overall fitness plan	Creates a comprehensive fitness plan applying the FITT principle	Consistently applies the FITT principle through the creation and modification of an overall fitness/wellness plan

<p>Understands the short and long term effects of anabolic steroid use and one's personal health 9</p>	<p>Displays little or no understanding of the short and long term effects of anabolic steroid use</p>	<p>Demonstrates understanding of the short and long term effects on anabolic steroid use on one's personal health</p>	<p>Consistently demonstrates understanding of a variety of short and long term effects of anabolic steroid use on body systems (examples of liver disease, heart disease, reproductive issues, mental/emotional issues)</p>
<p>Determines and evaluates the consequences (behavioral, legal, and ethical) of anabolic steroid use 9</p>	<p>Displays little or no understanding of the consequences (behavioral, legal, ethical) of anabolic steroid use</p>	<p>Demonstrates understanding of the consequences (behavioral, legal, ethical) of anabolic steroid use</p>	<p>Consistently demonstrates a multifaceted understanding of the consequences (behavioral, legal, ethical) of anabolic steroid use of the impact on individuals and society</p>

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

Spark Scope and Sequence Early Childhood through High School

This document is a guide specifying the range of topics that are taught in SPARK Physical Education and in what sequence.

The topics are organized by Shape America Standards 1 through 6 and are sequenced by grade level. Each individual SPARK program (EC, K-2, 3-6, MS, and HS) includes a recommended sequence for specific content to be taught. This is meant as a guide and can be adapted to will vary according to such factors as facilities, teaching schedules, equipment, and weather.

<http://www.sparkpe.org/wp-content/uploads/2011/08/SPARK-Scope-and-Sequence-Early-Childhood-through-High-School.pdf>

SPARK Scope and Sequence

I

Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.

A

Designates the grade(s) when the content is applied in varying contexts.

R

Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Locomotor Skills											
Walking	IA	IA	R	R	R	R	R	R	R	R	R
Running	IA	IA	R	R	R	R	R	R	R	R	R
Galloping	IA	IA	R	R	R	R	R	R			
Side-Sliding	I	IA	IA	R	R	R	R	R	R	R	R
Hopping	I	IA	IA	R	R	R	R	R	R	R	R

Skipping	I	IA	IA	R	R	R	R	R	R	R	R
Leaping	I	IA	IA	R	R	R	R	R	R	R	R
Chasing and Fleeing		I	IA	IA	A	A	R	R	R	R	R
Body Management											
Balancing	IA	IA	A	A	A	A	A	R	R	R	R
Jumping/Landing	IA	IA	A	A	R	R	R	R	R	R	R
Weight Transfer	I	I	I	A	A	A	A	R	R	R	R
Manipulatives											
Rolling	I	IA	IA	IA	A	A	A				
Bouncing	I	I	IA	IA	A	A	A	R	R	R	R
Throwing	I	I	IA	IA	A	A	A	R	R	R	R
Catching	I	I	IA	IA	A	A	A	R	R	R	R
Kicking	I	I	IA	IA	A	A	A	R	R	R	R
Hand Dribbling	I	I	IA	IA	A	A	A	R	R	R	R
Foot Dribbling		I	IA	IA	A	A	A	R	R	R	R
Foot Passing		I	IA	IA	A	A	A	R	R	R	R
Trapping		I	IA	IA	A	A	A	R	R	R	R
Volleying		I	I	I	IA	IA	IA	R	R	R	R
Striking with Short-handled Implements		I	I	I	IA	IA	IA	R	R	R	R
Striking with Long-handled Implements					I	IA	IA	R	R	R	R
Sports/Activities											
Aquatics											
Water Safety											IA
Stroke Technique											IA
Flip Turns											I
Snorkeling											I

NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Synchronized Swimming											I
Diving											I
Water Polo											I
Rhythms/Dance											
Jumping Rope (long)		I	IA	IA				R	R	R	
Jumping Rope (individual)		I	IA	IA	A	A	A	R	R	R	R
Jumping Rope (Double Dutch)								I	IA	IA	R
Ribbons/Streamers	I	IA	A	R							
Jump Bands					I	A	A	R	R	R	R
Line Dancing					I	A	A	R	R	R	R
Square Dancing					IA	A	A	R	R	R	R

Folk Dancing		I	A	A	A	A	A	R	R	R	R
Social Dancing								IA	IA	IA	R
Choreographing		I	I	I	IA	IA	A	R	R	R	R
Individual Activities											
Cycling											IA
Golfing								IA	A	A	R
Dual Activities/Paddle/Racquet Activities											
Badminton					I	I	I	IA	A	A	R
Handball								IA	A	R	R
Racquetball								IA	A	A	R
Tennis											
Table Tennis											
Pickleball					I	I	I	A	A	R	R
Combatives											
Self-Defense											IA
Kick-Boxing								I	I	I	A
Martial Arts											IA
Stunts/Tumbling											
Stunts	I	I	IA	IA	A	A	A	R	R	R	R
Balance	I	I	IA	IA	A	A	A	R	R	R	
Tumbling		I	IA	IA	IA	A	A	R	R	R	
Rhythmic Gymnastics											I
Cooperatives											
Pairs			I	I	A	A	A	R	R	R	R
Small Groups			I	I	A	A	A	R	R	R	R
Large Groups					IA	A	A	R	R	R	R

NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Team Activities											
Basketball					I	A	A	R	R	R	R
Cultural Games (e.g. Tawkraw)								IA	A	A	R
Hockey					I	A	A	R	R	R	R
Football					I	IA	A	R	R	R	R
Ultimate Frisbee					I	IA	A	R	R	R	R
Volleyball					I	IA	A	R	R	R	R
Softball					I	A	A	R	R	R	R
Soccer					I	A	A	R	R	R	R
Outdoor Activities											IA
Orienteering											IA
Geo-catching											I
Rock Climbing											I
Disc Golf					I	A	A	R	R	R	R

Lacrosse												IA
Fitness												
Resistance Training					I	A	A	A	A	A	A	R
Plyometrics					I	IA	IA	A	A	A	A	R
Pilates								IA	IA	A	A	R
Circuits		I	IA	IA	A	A	A	R	R	R	R	R
Walking/Jogging/Running		I	A	A	A	A	A	R	R	R	R	R
Group Fitness/Aerobic Dance					I	A	A	R	R	R	R	R
Triathlon												I
Yoga/Power Stretching								I	A	A	A	R
Cross-Training												IA

NASPE Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Spatial Awareness											
Personal Space	I	I	A	A	R	R	R	R	R	R	R
General Space	I	I	A	A	R	R	R	R	R	R	R
Boundaries	I	I	A	A	R	R	R	R	R	R	R
Levels of Movement	I	I	I	A	R	R					
Pathways	I	I	I	A	R	R	R	R	R	R	
Directions	I	I	I	A	R	R					
Effort											
Speed/Tempo	I	I	A	A	R	R	R	R	R	R	R
Force	I	I	I	A	A	A	A	R	R	R	R
Relationships											
Body Parts	I	I	I	A	A	R	R	R	R	R	R
With Objects	I	I	I	A	A	R	R	R	R	R	R
With People	I	I	A	A	A	R	R	R	R	R	R
Concepts, Principles, and Strategies											
Identifies elements of correct form for motor skills	I	I	A	A	R	R	R	R	R	R	R
Uses feedback to improve performance		I	I	A	A	R	R	R	R	R	R
Uses knowledge of critical elements to give feedback to others					I	A	A	A	A	A	R
Describes the FITT Principle and how it relates to fitness					I	A	A	R	R	R	R
Describes and demonstrates how skills learned in one physical activity can be transferred to another						I	A	A	A	A	R
Describes basic principles of training and how they improve fitness					I	I	I	A	A	A	R
Describes and applies strategies and tactics for mini-games					I	I	I	A	A	A	R

NASPE Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Uses information from a variety of sources to guide and improve performance								IA	A	A	R
Demonstrates knowledge to develop an activity plan								IA	A	A	R
Reaction Time		I	IA	IA	A	A	A	A	A	A	R
Agility				I	A	A	A	A	A	A	R
Coordination			I	A	A	A	A	A	A	A	R
Explosive Power					I	I	IA	A	A	A	R
Speed				I	A	A	A	A	A	A	R
Offense				I	IA	A	A	A	A	A	R
Defense				I	IA	A	A	A	A	A	R
Transition (from O to D and D to O)							I	IA	A	A	R
Leverage					I	A	A	IA	A	A	R
Force		I	A	A	A	A	A	A	A	A	R
Inertia								I	A	A	R
Rotary Motion											I
Opposition		I	A	A	A	A	A	A	A	A	R
Buoyancy					I	IA	A	A	A	A	R
Aerobic and Anaerobic					I	A	A	A	A	A	R
Analyzes consumer products/programs								I	I	A	R
Exercise Safety					IA	A	A	A	A	A	R
Uses complex movement concepts to refine skills and apply to the learning of new skills								I	A	A	R

NASPE Standard 3: Participates regularly in physical activity											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Participates in a variety of activities outside of PE, during school hours	I	A	A	A	A	A	A	R	R	R	R
Participates in a variety of activities outside of school	I	A	A	A	A	A	A	R	R	R	R
Participates in organized physical activity outside of PE class					I	A	A	R	R	R	R
Monitors physical activity using a pedometer					I	A	A	A	A	A	R
Sets realistic PA goals and strives to attain them					I	I	A	A	A	A	R
Accumulates a specified number of steps during the day					I	A	A	A	A	A	R
Determine the intensity of a physical activity using perceived exertion						I	IA	A	A	A	R
Monitors physical activity using heart-rate monitor							I	A	A	A	R

NASPE Standard 4: Achieve and maintain a health-enhancing level of physical fitness											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Participates in a variety of activities that increase breathing and heart rate		I	IA	A	A	A	R	R	R	R	R
Sustains activity for increasingly longer periods of time throughout the year		I	IA	A	A	A	A	R	R	R	R
Recognizes that health-related physical fitness consists of 5 different components					I	A	A	A	A	A	R
Explains the benefits of regular PA				I	A	A	A	A	A	A	R
Participates in selected activities that develop and maintain each component of fitness					I	A	A	A	A	A	R
Identifies strengths and weaknesses based on fitness assessment					I	I	A	A	A	A	R
Demonstrates appropriate training principles when engaged in activity to improve fitness					I	I	I	A	A	A	R
Formulates meaningful personal fitness goals based on fitness assessment					I	I	A	A	A	A	R
Demonstrates ability to monitor personal fitness program to meet own needs							I	A	A	A	R

and goals											
-----------	--	--	--	--	--	--	--	--	--	--	--

NASPE Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Demonstrates responsible personal/social behavior during PE	I	I	I	A	A	A	A	A	A	A	R
Uses equipment safely	I	I	I	A	A	A	A	R	R	R	R
Demonstrates elements of appropriate conflict resolution during PE		I	IA	A	A	A	A	R	R	R	R
Demonstrates ability to teach an activity or skill to others					I	A	A	R	R	R	R
Regularly encourages others and refrains from put-downs				I	A	A	R	R	R	R	R
Demonstrates cooperation skills				I	IA	IA	A	R	R	R	R
Able to accomplish group goals in both cooperative and competitive activities					I	A	A	R	R	R	R
Demonstrates self-direction, responsible behavior, and communication skills in PE				I	IA	A	A	R	R	R	R
Participates in activity for personal enjoyment	I	A	A	A	A	A	A	A	A	A	R

NASPE Standard 6:

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Tries new movements and skills	I	A	A	A	A	A	A	R	R	R	R
Persists if not successful on first try		I	IA	A	A	A	A	R	R	R	R
Chooses to practice skills needing improvement					I	IA	A	A	A	A	R
Exhibits ways to use the body and movement to express self	I	IA	A	A	A	A	A	R	R	R	R
Seeks personally challenging experiences in PA opportunities					I	A	A	A	A	A	R
Works with others to achieve a common goal				I	I	A	A	R	R	R	R
Creates and performs a small group dance routine					I	IA	A	R	R	R	R

FITNESSGRAM Performance Standards

For each test area, the *FITNESSGRAM* uses the Healthy Fitness Zone (HFZ) to evaluate fitness performance. The performance goal for all test areas is the HFZ. These zones represent minimum levels of fitness that offer protection against the diseases that result from sedentary living. **Note:** The Body Mass Index performance standards have changed for the 2013–14 school year.

FEMALES

Aerobic Capacity				Body Composition					
One-Mile Run/ 20m PACER/ Walk Test VO max (ml/kg/min) ²				Skinfold Measurements/ Bioelectric Impedance Analyzer Percent Body Fat				Body Mass Index	
Age	NI – Health Risk	NI	HFZ	NI – Health Risk	NI	HFZ	Very Lean	NI – Health Risk	NI
5	VO ₂ max standards not available for Students ages 5 through 9 ¹ . For Walk Test only, standards also not available for students ages 10, 11, and 12.			≥ 28.4	≥ 20.9	20.8 – 9.8	≤ 9.7	≥ 18.5	≥ 16.9
6				≥ 28.4	≥ 20.9	20.8 – 9.9	≤ 9.8	≥ 19.2	≥ 17.3
7				≥ 28.4	≥ 20.9	20.8 – 10.1	≤ 10.0	≥ 20.2	≥ 18.0
8				≥ 28.4	≥ 20.9	20.8 – 10.5	≤ 10.4	≥ 21.2	≥ 18.7
9				≥ 30.8	≥ 22.7	22.6 – 11.0	≤ 10.9	≥ 22.4	≥ 19.5
10	≤ 37.3	37.4 – 40.1	≥ 40.2	≥ 33.0	≥ 24.4	24.3 – 11.6	≤ 11.5	≥ 23.6	≥ 20.4
11	≤ 37.3	37.4 – 40.1	≥ 40.2	≥ 34.5	≥ 25.8	25.7 – 12.2	≤ 12.1	≥ 24.7	≥ 21.3
12	≤ 37.0	37.1 – 40.0	≥ 40.1	≥ 35.5	≥ 26.8	26.7 – 12.7	≤ 12.6	≥ 25.8	≥ 22.2
13	≤ 36.6	36.7 – 39.6	≥ 39.7	≥ 36.3	≥ 27.8	27.7 – 13.4	≤ 13.3	≥ 26.8	≥ 23.0
14	≤ 36.3	36.4 – 39.3	≥ 39.4	≥ 36.8	≥ 28.6	28.5 – 14.0	≤ 13.9	≥ 27.7	≥ 23.7
15	≤ 36.0	36.1 – 39.0	≥ 39.1	≥ 37.1	≥ 29.2	29.1 – 14.6	≤ 14.5	≥ 28.5	≥ 24.4
16	≤ 35.8	35.9 – 38.8	≥ 38.9	≥ 37.4	≥ 29.8	29.7 – 15.3	≤ 15.2	≥ 29.3	≥ 24.9
17	≤ 35.7	35.8 – 38.7	≥ 38.8	≥ 37.9	≥ 30.5	30.4 – 15.9	≤ 15.8	≥ 30.0	≥ 25.0
17+	≤ 35.3	35.4 – 38.5	≥ 38.6	≥ 38.6	≥ 31.4	31.3 – 16.5	≤ 16.4	≥ 30.0	≥ 25.0

≥ The score is greater than or equal to the indicated value.

≤ The score is less than or equal to the indicated value.

1. The FITNESSGRAM and Healthy Fitness Zones (HFZ) are registered trademarks of The Cooper Institute.
2. VO max reflects the maximum rate that oxygen can be taken up and utilized by the body during exercise. It is estimated by utilizing the student's height, weight, and other specific information, which is based on the test option (i.e., One-Mile Run, 20m PACER, or Walk Test) administered. The calculation procedures are found in the Reference Guide on the California Physical Fitness Test (PFT) Resources Web page at <http://www.pftdata.org/resources.aspx>.
3. For Body Composition, the California Department of Education (CDE) considers a student who exceeds the HFZ as meeting the HFZ. Exceeding the HFZ means obtaining a score less than a number on the lower end or right side of the HFZ.
4. Grade five students age 9 with time or laps reported have a VO max calculated and are compared to the HFZ for students age 10. If a One-Mile Run time or PACER laps are reported for grade five students less than age 9, a VO max will not be calculated, but the student will be reported in the HFZ.

ESTIMATED VO2 MAX CALCULATOR FOUND ON:

www.shapesense.com/fitness-exercise/calculators/vo2max-calculator.aspx#3minutestest

FEMALES

Age	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance			Flexibility	Sh Str
	Curl-Up # completed up to max of 75	Trunk Lift # of inches up to max of 12	90° Push-Up # completed up to max of 75	Modified Pull-Up # completed up to max of 75	Flexed-Arm Hang # of seconds up to max of 90	Back-Saver Sit & Reach ⁵ # of inches up to max of 12	
5	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	9	b th l
6	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	9	
7	≥ 4	6 – 12	≥ 4	≥ 3	≥ 3	9	
8	≥ 6	6 – 12	≥ 5	≥ 4	≥ 3	9	
9	≥ 9	6 – 12	≥ 6	≥ 4	≥ 4	9	
10	≥ 12	9 – 12	≥ 7	≥ 4	≥ 4	9	
11	≥ 15	9 – 12	≥ 7	≥ 4	≥ 6	10	
12	≥ 18	9 – 12	≥ 7	≥ 4	≥ 7	10	
13	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	10	
14	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	10	
15	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	
16	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	
17	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	
17+	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	

≥ The score is greater than or equal to the indicated value.

≤ The score is less than or equal to the indicated value.

FITNESSGRAM Performance Standards

For each test area, the *FITNESSGRAM* uses the Healthy Fitness Zone (HFZ) to evaluate fitness performance. The performance goal for all test areas is the HFZ. These zones represent minimum levels of fitness that offer protection against the diseases that result from sedentary living. **Note:** The Body Mass Index performance standards have changed for the 2013–14 school year.

MALES

Aerobic Capacity				Body Composition ³					
One-Mile Run/ 20m PACER/ Walk Test VO max (ml/kg/min) ²				Skinfold Measurements / Bioelectric Impedance Analyzer Percent Body Fat			Body Mass Index		
Age	NI – Health Risk	NI	HFZ	NI – Health Risk	NI	HFZ	Very Lean	NI – Health Risk	NI
5	VO ₂ max standards not available for students ages 5 through 9 ² . For Walk Test only, standards also not available for students ages 10, 11, and 12.			≥ 27.0	≥ 18.9	18.8 – 8.9	≤ 8.8	≥ 18.1	≥ 16.9
6				≥ 27.0	≥ 18.9	18.8 – 8.5	≤ 8.4	≥ 18.8	≥ 17.2
7				≥ 27.0	≥ 18.9	18.8 – 8.3	≤ 8.2	≥ 19.6	≥ 17.7
8				≥ 27.0	≥ 18.9	18.8 – 8.4	≤ 8.3	≥ 20.6	≥ 18.3
9				≥ 30.1	≥ 20.7	20.6 – 8.7	≤ 8.6	≥ 21.6	≥ 19.0
10	≤ 37.3	37.4 – 40.1	≥ 40.2	≥ 33.2	≥ 22.5	22.4 – 8.9	≤ 8.8	≥ 22.7	≥ 19.8
11	≤ 37.3	37.4 – 40.1	≥ 40.2	≥ 35.4	≥ 23.7	23.6 – 8.8	≤ 8.7	≥ 23.7	≥ 20.6
12	≤ 37.6	37.7 – 40.2	≥ 40.3	≥ 35.9	≥ 23.7	23.6 – 8.4	≤ 8.3	≥ 24.7	≥ 21.4
13	≤ 38.6	38.7 – 41.0	≥ 41.1	≥ 35.0	≥ 22.9	22.8 – 7.8	≤ 7.7	≥ 25.6	≥ 22.3
14	≤ 39.6	39.7 – 42.4	≥ 42.5	≥ 33.2	≥ 21.4	21.3 – 7.1	≤ 7.0	≥ 26.5	≥ 23.1
15	≤ 40.6	40.7 – 43.5	≥ 43.6	≥ 31.5	≥ 20.2	20.1 – 6.6	≤ 6.5	≥ 27.2	≥ 23.8
16	≤ 41.0	41.1 – 44.0	≥ 44.1	≥ 31.6	≥ 20.2	20.1 – 6.5	≤ 6.4	≥ 27.9	≥ 24.6
17	≤ 41.2	41.3 – 44.1	≥ 44.2	≥ 33.0	≥ 21.0	20.9 – 6.7	≤ 6.6	≥ 28.6	≥ 25.0
17+	≤ 41.2	41.3 – 44.2	≥ 44.3	≥ 35.1	≥ 22.3	22.2 – 7.0	≤ 6.9	≥ 29.3	≥ 25.0

≥ The score is greater than or equal to the indicated value.

≤ The score is less than or equal to the indicated value.

1. The FITNESSGRAM and Healthy Fitness Zones (HFZ) are registered trademarks of The Cooper Institute.
2. VO max reflects the maximum rate that oxygen can be taken up and utilized by the body during exercise. It is estimated by utilizing the student's height, weight, and other specific information, which is based on the test option (i.e., One-Mile Run, 20m PACER, or Walk Test) administered. The calculation procedures are found in the Reference Guide on the California Physical Fitness Test (PFT) Resources Web page at <http://www.pftdata.org/resources.aspx>.
3. For Body Composition, the California Department of Education (CDE) considers a student who exceeds the HFZ as meeting the HFZ. Exceeding the HFZ means obtaining a score less than a number on the lower end or right side of the HFZ.
4. Grade five students age 9 with time or laps reported have a VO max calculated and are compared to the HFZ for students age 10. If a One-Mile Run time or PACER laps are reported for grade five students less than age 9, a VO max will not be calculated, but the student will be reported in the HFZ.

ESTIMATED VO2 MAX CALCULATOR FOUND ON:

www.shapesense.com/fitness-exercise/calculators/vo2max-calculator.aspx#3minutestest

MALES

Age	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance			Flexibility	Sh Str
	Curl-Up # completed up to max of 75	Trunk Lift # of inches up to max of 12	90° Push-Up # completed up to max of 75	Modified Pull-Up # completed up to max of 75	Flexed-Arm Hang # of seconds up to max of 90	Back-Saver Sit & Reach ⁵ # of inches up to max of 12	
5	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	8	b ba th l
6	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	8	
7	≥ 4	6 – 12	≥ 4	≥ 3	≥ 3	8	
8	≥ 6	6 – 12	≥ 5	≥ 4	≥ 3	8	
9	≥ 9	6 – 12	≥ 6	≥ 5	≥ 4	8	
10	≥ 12	9 – 12	≥ 7	≥ 5	≥ 4	8	
11	≥ 15	9 – 12	≥ 8	≥ 6	≥ 6	8	
12	≥ 18	9 – 12	≥ 10	≥ 7	≥ 10	8	
13	≥ 21	9 – 12	≥ 12	≥ 8	≥ 12	8	
14	≥ 24	9 – 12	≥ 14	≥ 9	≥ 15	8	
15	≥ 24	9 – 12	≥ 16	≥ 10	≥ 15	8	
16	≥ 24	9 – 12	≥ 18	≥ 12	≥ 15	8	
17	≥ 24	9 – 12	≥ 18	≥ 14	≥ 15	8	
17+	≥ 24	9 – 12	≥ 18	≥ 14	≥ 15	8	

≥ The score is greater than or equal to the indicated value.

≤ The score is less than or equal to the indicated value.

Glossary

Comprehensive Health and Physical Education Core Curriculum Content Standards

Different kinds of families refer to the many family structures represented in classrooms and in society today, including, but not limited to: traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.

Essential elements of movement mean the knowledge and demonstration of mechanically correct technique when executing a movement skill.

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.

The FITT acronym represents:

1. Frequency – How often a person exercises
2. Intensity – How hard a person exercises
3. Time – How long a person exercises
4. Type – What type of activity a person does when exercising

Health-related fitness incorporates the five major components of fitness related to improved health:

1. *Cardio-respiratory endurance* is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. *Muscular strength* is the maximum amount of force a muscle or muscle group can exert.
 3. *Muscular endurance* is the length of time a muscle or muscle group can exert force prior to fatigue.
4. *Flexibility* refers to the range of motion in the joints.
5. *Body composition* shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

Human papillomavirus (HPV) is a common virus that infects the skin and mucous membranes. There are about 100 types of HPV and approximately 30 of those are spread through genital contact (typically sexual intercourse). Around 12 types – called —low-risk types of HPV – can cause genital warts. In addition, there are approximately 15 —high-risk types of HPV that can cause cervical cancer. Infection with the common types of —genital HPV can be prevented with the HPV vaccine. However, vaccination is only fully effective if administered before a girl or young woman has been exposed to those types of HPV through sexual contact. In addition, the vaccine does not protect against all types of HPV that can cause cervical cancer.

Intentional injuries are injuries arising from purposeful action (e.g., violence and suicide).

Unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Movement skills encompass locomotor, nonlocomotor, and manipulative movement:

1. *Locomotor movement* occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, jumping, sliding, running).
2. *Non Locomotor movement* occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, and curling).
3. *Manipulative movement* occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, and dribbling).

Personal assets refer to individual strengths and weaknesses regarding personal growth.

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

Resiliency is the ability to overcome the negative effects of risk exposure.

.Service projects are initiatives that represent relevant social and civic needs.

Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. *Agility* is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. *Balance* is the ability to maintain equilibrium while stationary or moving.
3. *Coordination* is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. *Power* is the amount of force a muscle can exert over time.
5. *Reaction time* is the ability to respond quickly to stimuli.
6. *Speed* is the amount of time it takes the body to perform specific tasks while moving.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

<http://www.state.nj.us/education/cccs/standards/2/glossary.pdf>

Health and Physical Education Websites

STATE SITES USED:

CDC

www.cdc.gov

State of NJ Department of Education

<http://www.state.nj.us/education/modelcurriculum/peh/>

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education <http://www.state.nj.us/education/cccs/standards/2/2.pdf>

SGO's

http://www.njapherd.org/new/images/cmspdfs/fitnessgram_teacher_evaluation.pdf

<http://www.state.nj.us/education/modelcurriculum/peh/>

<http://state.nj.us/education.AchieveNJ/>

<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

<http://www.state.nj.us/education/modelcurriculum/>

<http://www.state.nj.us/education/sca/ppt/gears/ShiftingGearsHealthPE.pdf>

<http://www.jnapherd.org/>

<http://www.shapeamerica.org/standards/guidelines/peguidelines.cfm>

<http://www.state.nj.us/education/AchieveNJ/resources/SGOHPEGuidance.pdf>

<http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml>

Pre-K Standards

<http://www.shapeamerica.org/standards/pe/>

Cross Content Work Readiness

<http://www.state.nj.us/education/frameworks/ccwr/>

NASPE National Standards for Physical Education

<http://shs.westport.k12.ct.us/departments/physical-education-health/naspe-national-standards/>

Shape America

<http://www.shapeamerica.org/standards/upload/Grade-Level-Outcomes-for-k-12-Physical-Education.pdf>

The State of NJ

<http://www.state.nj.us/>

The President's Challenge

<https://www.presidentschallenge.org/challenge/pyfp.shtml>

Frequently Asked Questions for Health/PE

http://www.state.nj.us/education/genfo/faq/faq_chpe.html

<http://www.nj.gov/njded/code/title6a/chap9>

<http://www.njgov/njded/educators/license>

INFORMATIONAL SITES USED:

I.D.E.A.

<https://sites.ed.gov/idea/>

Establishing Learning Environments

www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf

Signs of Violent Kids

<https://www.mghclaycenter.org/hot-topics/kids-risk-violence-warning-signs-aggression/...>

Bullying

http://www.njleg.state.nj.us/2010/Bills/PL10/122_.PDF

American Heart Association [http:](http://www.amhrt.org)

www.amhrt.org Resources and materials

Bicycle Federation

<https://www.nhtsa.gov/road-safety/bicycle-safety> Bike safety resources

Brain Gym

<http://braingym.org/>

Brain Research and the importance of Movement

www.brainresearch.com

Education World

<http://www.education-world.com>

Fitness Zone

<http://fitnesszone.com>

Fitness info, resources, equipment

Kidshealth

<http://Kidshealth.org>

Info for kids, parents, and professionals on growth, fitness, nutrition; includes recipes, games, toy evaluations

National Council for Promotion of Physical Activity <http://www.ncppa.org>

Information and resources to promote family and community fitness

President's Fitness Challenge

www.indiana.edu/~preschool

Information on fitness testing and materials Chart and standards available.

Shape Up America

<http://www.shapeup.org>

BMI calculator, cyberkitchen recipes, fitness and weight management

Sport Information Resource

Center [Http://www.sportquest.org](http://www.sportquest.org)

Resources and information on sports

USA gymnastics

www.usa-gymnastics.org/toc.html

Information on gymnastics rules and history Simulated events

Women's Sport's Foundation (grants available) www.womenssportsfoundation.org

Ed Tech Ideas

<http://edtechideas.com/2009/12/28/14-nutrition-sites-for-kids/>

3-6 Student Interactive

<http://www.uen.org/3-6interactives/health.shtml>

Learning games for kids

Health Statistics

<http://.cdc.gov/nchs/fastats/deaths.ht>

m Cross Content Work Readiness

http://www.learninggamesforkids.com/health_games.html<http://www.state.nj.us/education/archive/frameworks/ccwr/ccwrall.pdf>

<http://www.state.nj.us/education/frameworks/ccwr>

High School Physical Education

High School Physical Education Philosophy

It is the goal of the Atlantic City Schools Physical Education Program to provide students with developmentally appropriate learning opportunities with meaningful content and instruction. All students will develop health-related fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promotes a healthy and physically active lifestyle.

High School Physical Education Vision Statement

Empower students to develop healthy habits, instill fitness literacy, and become lifelong participants of physical activity.

A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

High School Mission Statement

We believe that physical education is essential to the education of the whole child. The physical education program provides opportunities for students to attain the skills, knowledge and attitudes essential for a healthy lifestyle.

The District's Physical Education Department believes; all students have the capability to:

- Own their fitness.
- Understand there is a direct correlation between physical fitness and; academic achievement, improved behavior, and overall better health.
- Exhibit responsible, personal, and social behaviors.
- Improve their self-esteem and confidence through physical activity.
- Be respectful of themselves, their bodies, and others.
- Value the importance of physical activity and the impact that it will have on their lives.

The District's Physical Education Department believes; all educators will:

- Instruct and support the students' pursuit of lifelong fitness.
- Implement curriculum with validity and integrity.
- Hold students accountable for achieving goals.
- Provide the resources needed for students to achieve optimal health.
- Stay current in their field to provide a sense of empowerment for students and themselves.
- Adhere to the principles of the state and national physical education standards.

High School Physical Education Purpose

To introduce our students to a variety of wellness related activities so that they have the ability to develop a physically active lifestyle for a lifetime.

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

*The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

National Physical Education Content Standards

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. The Atlantic City school district uses the National Standards to develop and revise our existing standards, frameworks and curricula.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Citation:

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators,
1900 Association Drive, Reston, VA 20191, www.shapeamerica.org. All rights reserved.

Atlantic City High School Graduation Requirements

Atlantic City High School Graduation Requirements: One (1) credit year of Physical Education, Health, Safety and Driver Education for each year of enrollment as required by N.J.S.A. 18A:35-5 et. seq.

High School Physical Education Standards

All New Jersey Learning Standards for Comprehensive Health and Physical Education

High School Physical Education Curriculum Pacing Guide

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade levels. Level One outcomes reflect baseline knowledge and skills augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self management, problem solving, and communication critical for sustainability of self directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to makeup work for absences.

STANDARD 1	HIGH SCHOOL OUTCOMES
S1.H1.L1: Lifetime Activities GLEs: PE.A.1B5	Demonstrates competency and/or refined activity specific movement skills in two or more lifetime activities (e.g., outdoor pursuits, individual performance activities, aquatics/swimming, net/wall games).
Suggested Activities/Skills/Courses: Ultimate Frisbee, golf, volleyball, basketball, badminton, pickleball, softball, and others. <i>Fundamentals of PE, Individual, Team, and Outdoor Pursuits/Education.</i>	
S1.H1.L2: Lifetime Activities GLEs: PE.A.1B5	Refines activity specific movement skills in one or more lifetime activities. (e.g., outdoor pursuits, individual performance activities, aquatics, net/wall games).
Suggested Activities/Skills/Courses: <ul style="list-style-type: none"> · Disc Golf: throwing disc, judging distance, strength of throw · Golf: stance, club swing, correct head/feet placement · Volleyball: serving, setting, spiking, correct hand placement, stance 	

Demonstrates competency in a variety of motor skills and movement patterns.

STANDARD 1	HIGH SCHOOL OUTCOMES
<ul style="list-style-type: none"> · Basketball: controlled dribbling, hand placement for shooting · Badminton/Pickleball: correct serving stance, various shots of birdie/ball, game etiquette 	
<p>S1.H2.L1: Dance and Rhythms</p> <p>GLEs: PE.A.4</p>	<ul style="list-style-type: none"> · Demonstrates competency in dance forms and rhythmic movements to include dynamic warm ups, agility drills, as wells as cultural and social occasions (e.g., weddings, parties). · Demonstrating competency in one form of dance (e.g., ballet, modern, hip hop, tap).
<p>Suggested Activities/Skills/Courses: Dancing, yoga, step aerobics, Zumba, and others. <i>Fundamentals of PE, Fitness, Dance, Yoga, and other courses.</i></p>	
<p>S1.H2.L2: Dance and Rhythms</p> <p>GLEs: PE.A.4</p>	<p>Demonstrates competency in dance forms and rhythmic movements by choreographing a dance, designing a workout routine, or by giving a performance.</p>
<p>Suggested Activities/Skills/Courses: Dancing, yoga, step aerobics, Zumba, and others. <i>Fundamentals of PE, Fitness, Dance, Yoga, and other courses.</i></p>	
<p>S1.H3.L1: Fitness Activities</p> <p>GLEs: PE.A.1B3</p>	<p>Demonstrates competency in one or more specialized skills to include demonstration, application, and evaluation in health and skill related fitness activities.</p>
<p>Suggested Activities/Skills/Courses: Application of <i>FITT</i> principle (frequency, intensity, Time, Type of Training), lifting with free weights, use of weight machines, lifting of various weighted items (e.g., medicine ball, kettlebell), use of stretch/resistance bands, calculating heart rate, and utilizing Spin bikes. <i>Fundamentals of PE, Fitness, Individual, Team, and other courses.</i></p>	
<p>S1.H3.L2: Fitness Activities</p> <p>GLEs: PE.1B3</p>	<p>Applies competency in two or more specialized skills including demonstration, application and evaluation in health related fitness activities.</p>

Suggested Activities/Skills/Courses: Creates/performs personal fitness plan, implements plan with various equipment, sets personal health related fitness goals, and uses SMART goals (Specific, Measurable, Attainable, Relevant, Time Bound) to develop fitness plan. *Fundamentals of PE, Fitness, Individual, Team, and other courses.*

Students will Demonstrate competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

The intent of this standard is the facilitation of the learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills, they then transfer the knowledge learned for a higher performance and skill level.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade levels. Level One outcomes reflect baseline knowledge and skills students must acquire to be college and career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self management, problem solving, and communication critical for sustainability of self directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

STANDARD 2	HIGH SCHOOL OUTCOMES
<p>S2.H1.L1: Movement Concepts, Principles, and Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Identifies examples of social and technical dance forms and rhythmic movements.</p>
<p>Suggested Activities/Skills/Courses: Dance, yoga, aerobics, Zumba, and others. <i>Fundamentals of PE, Dance, Fitness, Yoga, and other courses.</i></p>	
<p>S2.H1.L2: Movement Concepts, Principles, and Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Identifies and discusses the historical and cultural roles of games, sports, and dance in a society.</p>
<p>Suggested Activities/Skills/Courses: Native Youth Olympics (NYO), cultural dance, origination/history of sport games, and others.</p>	

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. (Movement Concepts)

Standard 2	High School Outcomes
<p align="center">S2.H2.L1 Movement Concepts, Principles, and Knowledge</p> <p align="center">GLEs: PE.B.1B2, 6</p>	<p align="center">Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p>
<p align="center">Suggested Activities/Skills/Courses: Rotation in racquet/net activities, body movement/placement in invasion activities, and others. <i>Fundamentals of PE, Team, and other courses.</i></p>	
<p align="center">S2.H2.L2: Movement Concepts, Principles, and Knowledge</p> <p align="center">GLEs: PE.B.4</p>	<p align="center">Describes the speed/accuracy trade off in throwing and striking skills.</p>
<p align="center">Suggested Activities/Skills/Courses: Determine speed, distance, and strength when throwing and kicking football, soccer ball or others; judgment of force needed when striking with hand/racquet such as volleyball, badminton birdies, and others. <i>Fundamentals of PE, Team, and other courses.</i></p>	
<p align="center">S2.H3.L1: Movement Concepts, Principles, and Knowledge</p> <p align="center">GLEs: PE.D.2, 6</p>	<p align="center">Create a practice plan to improve performance for a self selected skill.</p>
<p align="center">Suggested Activities/Skills/Courses: Use of strategy in game play, placement of specific game item (e.g., ball, birdie) to cause challenge for opponent, utilization of open space to improve success, and others. <i>Fundamentals of PE, Weight Training, Fitness, and other courses.</i></p>	
<p align="center">S2.H3.L2: Movement Concepts, Principles, and Knowledge</p> <p align="center">GLEs: PE.B.4</p>	<p align="center">Identifies the stages of learning a motor skill.</p>
<p align="center">Suggested Activities/Skills/Courses: Knowledge of the three stages of motor learning (Cognitive, Associative, Autonomous). <i>Fitness, Yoga, and other courses.</i></p>	
<p align="center">S2.H4.L1: Movement Concepts, Principles, and Knowledge</p> <p align="center">GLEs: PE.B.4</p>	<p align="center">Identifies examples of social and technical dance forms.</p>

Standard 3: The physically literate individual demonstrates the knowledge and

skills to achieve and maintain a health enhancing level of physical activity and fitness.

The intent of this standard is development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health enhancing level of physical fitness.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade levels. Level One outcomes reflect baseline knowledge and skills students must acquire to be college And career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self management, problem solving, and communication critical for sustainability of self directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 3	High School Outcomes
<i>Demonstrates the knowledge and skills to achieve and maintain a health>enhancing level of physical activity and fitness. (Physical Activity Knowledge)</i>	
S3.H1.L1: Physical Activity Knowledge GLEs: PE.D.3	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
Suggested Activities/Skills/Courses: Components of fitness, goal setting, menu planning, and others. Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.	
S3.H1.L2: Physical Activity Knowledge GLEs: PE.F.4	Investigates the relationships among physical activity, nutrition, and body composition.

*Demonstrates the knowledge and skills to achieve and maintain a health>enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes

<p>Suggested Activities/Skills/Courses: Components of fitness and the application of specific types of activities for specific purpose, goal setting with the use of SMART goals (Specific, Measurable, Attainable, Relevant, Time Bound) to improve personal health, planning personal menu to indicate how proper nutrition can improve fitness/health levels, and other activities that allows for personal health investigation. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i></p>	
<p>S3.H2.L1: Physical Activity Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>
<p>Suggested Activities/Skills/Courses: Food label reading, media input, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, and other courses.</i></p>	
<p>S3.H2.L2: Physical Activity Knowledge</p> <p>GLEs: PE.C.1</p>	<p>Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.</p>
<p>Suggested Activities/Skills/Courses: Influence of media whether through social influence or commercial influence, analyzing of fitness equipment needed for specific performances, and other activities that allow for product validity. <i>Fundamentals of PE, Fitness, Weight Lifting, and other courses.</i></p>	
<p>S3.H3.L1</p> <p>Physical Activity Knowledge</p> <p>GLEs: PE.B.7</p>	<p>Identifies issues associated with exercising in heat, humidity, and cold.</p>
<p>Suggested Activities/Skills/Courses: Safety and first aid, define hyper/hypothermia, define heat exhaustion, define/identify frostbite/nip, and others. <i>Fundamentals of PE, Fitness, Outdoor Education, and other courses.</i></p>	
<p>S3.H3.L2: Physical Activity Knowledge</p> <p>GLEs: PE.D.2</p>	<p>Applies rates of perceived exertion and pacing.</p>
<p>Suggested Activities/Skills/Courses: Applies personal knowledge of safety and first aid, hyper/hypothermia, heat exhaustion, frostbit/nip, and others to promote success in specific activity. <i>Fundamentals of PE, Fitness, Outdoor Education, and other courses.</i></p>	
<p><i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Physical Activity Knowledge)</i></p>	
<p>Standard 3</p>	<p>High School Outcomes</p>

<p>S3.H4.L1: Physical Activity Knowledge</p> <p>GLEs: PE.B.7</p>	<p>Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.</p>
<p>Suggested Activities/Skills/Courses: Identifies processes of the cardiovascular system, identifies/defines maximum heart rate, target heart rate, heart rate zones, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Outdoor Education, Yoga, and other courses.</i></p>	
<p>S3.H5.L1: Engages in Physical Activity</p> <p>GLEs: PE.B.7</p>	<p>Participates several times a week in a self selected lifetime activity, dance, or fitness activity within the school day.</p>
<p>Suggested Activities/Skills/Courses: Various physical activities of all types.</p>	
<p>S3.H5.L2: Physical Activity Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Analyzes the impact of risks and safety factors in life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings.</p>
<p>Suggested Activities/Skills/Courses: Analyzes the processes of the cardiovascular system, applies maximum heart rate, target heart rate, heart rate zones to personal health plan, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Outdoor Education, Yoga, and other courses.</i></p>	
<p>S3.H6.L2: Engages in Physical Activity</p> <p>GLEs: PE.C.4, D.4</p>	<p>Creates a personal fitness plan, implements personal fitness plan, and shows personal benefits from fitness plan.</p>
<p>Suggested Activities/Skills/Courses: Goal setting, FITT principle activities (Frequency, Intensity, Time, Type of Training) that demonstrates knowledge of skill to improve personal fitness.</p>	
<p>S3.H7.L1: Fitness Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Demonstrates appropriate technique in resistance training.</p>
<p>Suggested Activities/Skills/Courses: Fitness planning and participation with bands, weights, pull up bars, and other tools to demonstrate technique/competence. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i></p>	

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
<p>S3.H7.L2: Fitness Knowledge</p> <p>GLEs: PE.C.4; D.4</p>	<p>Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist, antagonist) and supports a healthy, active lifestyle.</p>
<p>Suggested Activities/Skills/Courses: Goal Setting, FITT Principle (Frequency, Intensity, Time, Type of Training), journal writing, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, and other courses.</i></p>	
<p>S3.H8.L1: Fitness Knowledge</p> <p>GLEs: PE.C.4; D.4</p>	<p>Relates physiological responses to individual levels of fitness and nutritional balance.</p>
<p>Suggested Activities/Skills/Courses: Define mental health, describe/define the impact of physical activity has on improving mental health, list overall benefits of physical activity for physiological well being, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, and other courses.</i></p>	
<p>S3.H8.L2: Fitness Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic).</p>
<p>Suggested Activities/Skills/Courses: Analyze how physiological health can impact mental health, using graphic illustrations, personal fitness logs, and others.</p>	
<p>S3.H9.L1: Fitness Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Understands types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric) and stretching exercises (e.g., static, dynamic, PNF) for personal fitness development (e.g., strength, endurance, range of motion).</p>
<p>Suggested Activities/Skills/Courses: Developing a fitness plan, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), physiology terminology, and others. <i>Fundamentals of PE, Fitness, Weight Training, and other courses.</i></p>	
<p>S3.H9.L2: Fitness Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.</p>
<p>Suggested Activities/Skills/Courses: Developing a fitness plan, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), physiology terminology, defining/identifying specific muscle groups and functions, defining/identifying skeletal bones, implementing strategies for bone strength, and others.</p>	

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

(Physical Activity Knowledge)

Standard 3	High School Outcomes
<p>S3.H10.L1: Fitness Knowledge</p> <p>GLEs: PE.D.2, 4</p>	<p>Calculates target heart rate and applies that information to a personal fitness plan.</p>
<p>Suggested Activities/Skills/Courses: Defines various heart rates (e.g., maximum, target, ambient, resting), calculates personal maximum heart rate, calculates heart rate fitness zones, goal setting, FITT Principle (Frequency, Intensity, Time, Type of Training), Five Components of Fitness, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, and other courses.</i></p>	
<p>S3.H10.L2: Fitness Knowledge</p> <p>GLEs: PE.D.4</p>	<p>Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self monitor aerobic intensity.</p>
<p>Suggested Activities/Skills/Courses: Analyzes various heart rates (e.g., maximum, target, ambient, resting) for personal fitness plan, calculates personal maximum heart rate, calculates heart rate fitness zones, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), Five Components of Fitness, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, and other courses.</i></p>	
<p>S3.H11.L1: Assessment and Program Planning</p> <p>GLEs: PE.C.4; D.4</p>	<p>Designs a fitness program including all components of health related fitness that relates to college/career productivity.</p>
<p>Suggested Activities/Skills/Courses: Defines career/college specific activities, defines changes in abilities of aging body, set specific goals/targets for defined activities, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education, and other courses.</i></p>	
<p>S3.H11.L2: Assessment and Program Planning</p> <p>GLEs: PE.C.2, 4, D.4</p>	<p>Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).</p>
<p>Suggested Activities/Skills/Courses: Journal writing, fitness portfolio of fitness tests results, collage of fitness accomplishments, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education, and other courses.</i></p>	

S3.H12.L1: Assessment and Program Planning GLEs: PE.D.4	Designs a fitness program, including all components of health related fitness, for a college student and an employee in the learner’s chosen field of work.
--	--

*Demonstrates the knowledge and skills to achieve and maintain a health>enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

		Standard 3	
		Suggested Activities/Skills/Courses: Defines Five Components of Fitness, describes purpose for components of fitness, implements Five Components of Fitness into personal fitness plan/goal setting and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education, and other courses.</i>	
		S3.H12.L2: Assessment and Program Planning GLEs: PE.C.4; D.4	Analyzes the components of skill related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.
		Suggested Activities/Skills/Courses: Identifies Five Components of Fitness within specific activities, analyze personal purpose for components of fitness, identify components of fitness growth in personal fitness plan/goal setting, and others. <i>Fundamentals of PE,</i>	

		<i>Fitness, Weight Training, Yoga, Outdoor Education, and other courses.</i>	
		S3.H13.L1: Nutrition GLEs: PE.D.4	Creates a meal plan that demonstrates understanding of the impact of nutrition on the effect of each phase of exercise (e.g., pre activity, during, postBactivity).
		Suggested Activities/Skills/Courses: Read food labels, describes various nutritional components (e.g., food groups, essential nutrients, HDL's/LDL's, simple/complex carbohydrates), create meal plans, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education, and other courses.</i>	
		S3.H14.L1: Stress Management GLEs: PE.C.4; D.4	Identifies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
		Suggested Activities/Skills/Courses: Describes the impact of physical activity on mental health, identifies stressors/triggers and the impact of physical well being, identify stress reducers, and others. <i>Fundamentals of PE, Fitness, Yoga, Outdoor Education, and other courses.</i>	
		S3.H14.L2: Stress Management GLEs: PE.C.4; D.4	Applies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
		Suggested Activities/Skills/Courses: Identifies personal stressors/triggers to implement reduction or management of personal stress.	

*Demonstrates the knowledge and skills to achieve and maintain a health>enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

The intent of this standard is development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health enhancing level of physical fitness.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade levels. Level One outcomes reflect baseline knowledge and skills students must acquire to be college or career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self management, problem solving, and communication critical for sustainability of self directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 3	High School Outcomes
<i>Demonstrates the knowledge and skills to achieve and maintain a health>enhancing level of physical activity and fitness. (Physical Activity Knowledge)</i>	
S3.H1.L1: Physical Activity Knowledge GLEs: PE.D.3	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
Suggested Activities/Skills/Courses: Components of fitness, goal setting, menu planning, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i>	
S3.H1.L2: Physical Activity Knowledge GLEs: PE.F.4	Investigates the relationships among physical activity, nutrition, and body composition.

*Demonstrates the knowledge and skills to achieve and maintain a health>enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
<p>Suggested Activities/Skills/Courses: Components of fitness and the application of specific types of activities for specific purpose, goal setting with the sue of SMART goals (Specific, Measurable, Attainable, Relevant, Time Bound) to improve personal health, planning personal menu to indicate how proper nutrition can improve fitness/health levels, and other activities that allows for personal health investigation. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i></p>	
<p>S3.H2.L1: Physical Activity Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>
<p>Suggested Activities/Skills/Courses: Food label reading, media input, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, and other courses.</i></p>	
<p>S3.H2.L2: Physical Activity Knowledge</p> <p>GLEs: PE.C.1</p>	<p>Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.</p>
<p>Suggested Activities/Skills/Courses: Influence of media whether through social influence or commercial influence, analyzing of fitness equipment needed for specific performances, and other activities that allow for product validity. <i>Fundamentals of PE, Fitness, Weight Lifting, and other courses.</i></p>	
<p>S3.H3.L1</p> <p>Physical Activity Knowledge</p> <p>GLEs: PE.B.7</p>	<p>Identifies issues associated with exercising in heat, humidity, and cold.</p>
<p>Suggested Activities/Skills/Courses: Safety and first aid, define hyper/hypothermia, define heat exhaustion, define/identify frostbite/nip, and others. <i>Fundamentals of PE, Fitness, Outdoor Education, and other courses.</i></p>	
<p>S3.H3.L2: Physical Activity Knowledge</p> <p>GLEs: PE.D.2</p>	<p>Applies rates of perceived exertion and pacing.</p>
<p>Suggested Activities/Skills/Courses: Applies personal knowledge of safety and first aid, hyper/hypothermia, heat exhaustion, frostbit/nip, and others to promote success in specific activity. <i>Fundamentals of PE, Fitness, Outdoor Education, and other courses.</i></p>	

Demonstrates the knowledge and skills to achieve and maintain a health>enhancing level of physical activity and fitness. (Physical Activity Knowledge)

Standard 3	High School Outcomes
S3.H4.L1: Physical Activity Knowledge GLEs: PE.B.7	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.
Suggested Activities/Skills/Courses: Identifies processes of the cardiovascular system, identifies/defines maximum heart rate, target heart rate, heart rate zones, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Outdoor Education, Yoga, and other courses.</i>	
S3.H5.L1: Engages in Physical Activity GLEs: PE.B.7	Participates several times a week in a self selected lifetime activity, dance, or fitness activity within the school day.
Suggested Activities/Skills/Courses: Various physical activities of all types.	
S3.H5.L2: Physical Activity Knowledge GLEs: PE.B.4	Analyzes the impact of risks and safety factors in life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings.
Suggested Activities/Skills/Courses: Analyzes the processes of the cardiovascular system, applies maximum heart rate, target heart rate, heart rate zones to personal health plan, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Outdoor Education, Yoga, and other courses.</i>	
S3.H6.L2: Engages in Physical Activity GLEs: PE.C.4, D.4	Creates a personal fitness plan, implements personal fitness plan, and shows personal benefits from fitness plan.
Suggested Activities/Skills/Courses: Goal setting, FITT principle activities (Frequency, Intensity, Time, Type of Training) that demonstrates knowledge of skill to improve personal fitness.	
S3.H7.L1: Fitness Knowledge GLEs: PE.B.4	Demonstrates appropriate technique in resistance training.
Suggested Activities/Skills/Courses: Fitness planning and participation with bands, weights, pullBup bars, and other tools to demonstrate technique/competence. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i>	

*Demonstrates the knowledge and skills to achieve and maintain a health>enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
<p>S3.H7.L2: Fitness Knowledge</p> <p>GLEs: PE.C.4; D.4</p>	<p>Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist, antagonist) and supports a healthy, active lifestyle.</p>
<p>Suggested Activities/Skills/Courses: Goal Setting, FITT Principle (Frequency, Intensity, Time, Type of Training), journal writing, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga,</i> and other courses.</p>	
<p>S3.H8.L1: Fitness Knowledge</p> <p>GLEs: PE.C.4; D.4</p>	<p>Relates physiological responses to individual levels of fitness and nutritional balance.</p>
<p>Suggested Activities/Skills/Courses: Define mental health, describe/define the impact of physical activity has on improving mental health, list overall benefits of physical activity for physiological well being, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga,</i> and other courses.</p>	
<p>S3.H8.L2: Fitness Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic).</p>
<p>Suggested Activities/Skills/Courses: Analyze how physiological health can impact mental health, using graphic illustrations, personal fitness logs, and others.</p>	
<p>S3.H9.L1: Fitness Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Understands types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric) and stretching exercises (e.g., static, dynamic, PNF) for personal fitness development (e.g., strength, endurance, range of motion).</p>
<p>Suggested Activities/Skills/Courses: Developing a fitness plan, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), physiology terminology, and others. <i>Fundamentals of PE, Fitness, Weight Training,</i> and other courses.</p>	
<p>S3.H9.L2: Fitness Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.</p>

Suggested Activities/Skills/Courses: Developing a fitness plan, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), physiology terminology, defining/identifying specific muscle groups and functions, defining/identifying skeletal bones, implementing strategies for bone strength, and others.

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
<p>S3.H10.L1: Fitness Knowledge</p> <p>GLEs: PE.D.2, 4</p>	<p>Calculates target heart rate and applies that information to a personal fitness plan.</p>
<p>Suggested Activities/Skills/Courses: Defines various heart rates (e.g., maximum, target, ambient, resting), calculates personal maximum heart rate, calculates heart rate fitness zones, goal setting, FITT Principle (Frequency, Intensity, Time, Type of Training), Five Components of Fitness, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, and other courses.</i></p>	
<p>S3.H10.L2: Fitness Knowledge</p> <p>GLEs: PE.D.4</p>	<p>Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self monitor aerobic intensity.</p>
<p>Suggested Activities/Skills/Courses: Analyzes various heart rates (e.g., maximum, target, ambient, resting) for personal fitness plan, calculates personal maximum heart rate, calculates heart rate fitness zones, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), Five Components of Fitness, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, and other courses.</i></p>	
<p>S3.H11.L1: Assessment and Program Planning</p> <p>GLEs: PE.C.4; D.4</p>	<p>Designs a fitness program including all components of health related fitness that relates to college/career productivity.</p>
<p>Suggested Activities/Skills/Courses: Defines career/college specific activities, defines changes in abilities of aging body, set specific goals/targets for defined activities, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education, and other courses.</i></p>	

<p>S3.H11.L2: Assessment and Program Planning</p> <p>GLEs: PE.C.2, 4, D.4</p>	<p>Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).</p>
<p>Suggested Activities/Skills/Courses: Journal writing, fitness portfolio of fitness tests results, collage of fitness accomplishments, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i>, and other courses.</p>	
<p>S3.H12.L1: Assessment and Program Planning</p> <p>GLEs: PE.D.4</p>	<p>Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.</p>

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
<p>Suggested Activities/Skills/Courses: Defines Five Components of Fitness, describes purpose for components of fitness, implements Five Components of Fitness into personal fitness plan/goal setting and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i>, and other courses.</p>	
<p>S3.H12.L2: Assessment and Program Planning</p> <p>GLEs: PE.C.4; D.4</p>	<p>Analyzes the components of skill related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.</p>
<p>Suggested Activities/Skills/Courses: Identifies Five Components of Fitness within specific activities, analyze personal purpose for components of fitness, identify components of fitness growth in personal fitness plan/goal setting, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i>, and other courses.</p>	
<p>S3.H13.L1: Nutrition</p> <p>GLEs: PE.D.4</p>	<p>Creates a meal plan that demonstrates understanding of the impact of nutrition on the effect of each phase of exercise (e.g., pre activity, during, post-activity).</p>
<p>Suggested Activities/Skills/Courses: Read food labels, describes various nutritional components (e.g., food groups, essential nutrients, HDL's/LDL's, simple/complex carbohydrates), create meal plans, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i>, and other courses.</p>	

<p>S3.H14.L1: Stress Management</p> <p>GLEs: PE.C.4; D.4</p>	<p>Identifies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p>
<p>Suggested Activities/Skills/Courses: Describes the impact of physical activity on mental health, identifies stressors/triggers and the impact of physical well being, identify stress reducers, and others. <i>Fundamentals of PE, Fitness, Yoga, Outdoor Education, and other courses.</i></p>	
<p>S3.H14.L2: Stress Management</p> <p>GLEs: PE.C.4; D.4</p>	<p>Applies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p>
<p>Suggested Activities/Skills/Courses: Identifies personal stressors/triggers to implement reduction or management of personal stress.</p>	

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is to reflect development towards self initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career, and life. These behaviors include, but are not limited to, safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity.

Similarities and differences include, but are not limited to, characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade level. Level One outcomes reflect baseline knowledge and skills students must acquire to be college and career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self management, problem solving, and communication critical for sustainability of self directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 4	High School
S4.H1.L1: Personal Responsibility GLEs: PE.E.3	Employs effective self management skills to analyze barriers and modify physical activity patterns appropriately as needed.
Suggested Activities/Skills/Courses: Team sports/activities, net/racquet activities, target activities, fitness workout activities and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, Outdoor Education, and other courses.</i>	
S4.H1.L2: Personal Responsibility GLEs: PE.B.5	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.

Exhibits Responsible Personal and Social Behavior that Respects Self and Others. (Personal Responsibility)

Standard 4	High School
Suggested Activities/Skills/Courses: Defines personal body image, defines media body image inadequacies, compare/contrast body types, compare/contrast healthy vs. unhealthy body image and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Dance, Outdoor Education, and other courses.</i>	
S4.H2.L1: Rules and Fair Play GLEs: PE.E.3B4	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.
Suggested Activities/Skills/Courses: Communication skills (i.e., passive, aggressive, assertive), conflict resolution skills, game rules, and others. <i>Fundamentals of PE, Team Sports, and other courses.</i>	
S4.H2.L2: Rules and Fair Play GLEs: PE.E.2	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance enhancing substances, gambling, current events in a sport).
Suggested Activities/Skills/Courses: Decision making skills, personal values, communication skills, and others. <i>Fundamentals of PE, Fitness, Weight Training, Outdoor Education, Team Sports, and other courses.</i>	
S4.H3.L1: Working with Others GLEs: PE.E.4	Uses communication skills and strategies that promote team or group dynamics.
Suggested Activities/Skills/Courses: Develop communication skills, conflict resolution skills, and others. <i>Fundamentals of PE, Fitness, Weight Training, Team Sports, and other courses.</i>	

S4.H3.L2: Working with Others GLEs: PE.E.1	Assumes leadership role (e.g., task/group leader, referee, coach) in a physical activity setting.
Suggested Activities/Skills/Courses: Team collaboration, peer mediation, role playing, team leading, and others.	
S4.H4.L1: Working with Others GLEs: PE.E.1B2	Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.
Suggested Activities/Skills/Courses: Ropes course challenge, team bonding/building activities (i.e., human knot), dance etiquette/customs, and others. <i>Fundamentals of PE</i> and other courses.	

Exhibits Responsible Personal and Social Behavior that Respects Self and Others. (Personal Responsibility)

Standard 4	H i g h S c h o o l
S4.H4.L2: Working with Others GLEs: PE.E.3	Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
Suggested Activities/Skills/Courses: Positive collaboration with others in multicultural activities (i.e., Native Youth Olympics), multicultural dance, and others.	
S4.H5.L1: Safety GLEs: PE.B.7	Understands best practices for safe participation in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety).
Suggested Activities/Skills/Courses: Safety, first aid, and others. <i>Fundamentals of PE, Fitness, Team Sports, Yoga</i> , and other courses.	
S4.H5.L2: Safety GLEs: PE.B.7	Applies best practices for safe participation in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety).
Suggested Activities/Skills/Courses: Applies safety and first aid in needed situations, uses caution with personal injury, offers	

assistance as needed, and others. *Fundamentals of PE, Fitness, Team Sports, Yoga, and other courses.*

Exhibits Responsible Personal and Social Behavior that Respects Self and Others. (Personal Responsibility)

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self expression and social interaction. These benefits can develop self confidence, promote a positive self image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

High School physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade level. Level One outcomes reflect baseline knowledge and skills students must acquire to be college And career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self management, problem solving, and communication critical for sustainability of self directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 5	High School Outcomes
<p>S5.H1.L1: Health</p> <p>GLEs: PE.F.4</p>	<p>Analyzes the health benefits of a self selected physical activity.</p>
<p>Suggested Activities/Skills/Courses: Creates personal goal and/or fitness plan, defines benefits of personal fitness for physiological well being, pre/post test personal well being with/without fitness plan, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i></p>	
<p>S5.H1.L2: Health</p> <p>GLEs: PE.F.4</p>	<p>If the outcome was not achieved in Level One, it should be a focus in Level Two.</p>
<p>Suggested Activities/Skills/Courses: Creates personal goal and/or fitness plan, defines benefits of personal fitness for physiological wellBeing, pre/post test personal well being with/without fitness plan, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i></p>	

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Standard 5	High School Outcomes
S5.H2.L1: Challenge GLEs: PE.F.2	Challenge is a focus in Level Two only. Chooses an appropriate level of challenge to experience success and desire to participate in a self selected physical activity.
Suggested Activities/Skills/Courses: Implementing of fitness plan; accomplishing goal; testing results of fitness levels; and other activities. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i>	
S5.H2.L2: Challenge GLEs: PE.F.2	Choose an appropriate level of challenge to experience success and desire to participate in a self selected physical activity.
Suggested Activities/Skills/Courses: Implementing of fitness plan, accomplishing goal, testing results of fitness levels, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i>	
S5.H3.L1: Self Expression/Enjoyment GLEs: PE.F.1B2	Selects and participates in physical activities or dance that meet the need for self expression and enjoyment.
Suggested Activities/Skills/Courses: Creates personal routine (i.e., dance, gymnastic, bars), performance of personal routine, defining correlation of movement with self expression, and others. <i>Fundamentals of PE, Fitness, Yoga, and other courses.</i>	
S5.H3.L2: Self Expression/Enjoyment GLEs: PE.F.4	Identifies the uniqueness of creative dance and rhythmic movement as a means of self expression.
Suggested Activities/Skills/Courses: Applies/implements personal routine (i.e., dance, gymnastic, bars), performance of personal routine, defining correlation of movement with self expression and others. <i>Fundamentals of PE, Fitness, Yoga, and other courses.</i>	
S5.H2.L1: Social Interaction GLEs: PE.B.5; F.3	Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment.
Suggested Activities/Skills/Courses: Healthy vs. unhealthy personal responses to others, constructive criticism skills/strategies, verbal communication, and others. <i>Fundamentals of PE, Fitness, Yoga, and other courses.</i>	

<p>S5.H2.L2: Social Interaction</p> <p>GLEs: PE.B.5; F.3</p>	<p>Participates in inclusive programs that combine students of all ability levels.</p>
<p>Suggested Activities/Skills/Courses: Analyzes and role plays healthy vs. unhealthy personal responses to others, constructive criticism skills/strategies, verbal communication, and others. <i>Fundamentals of PE, Fitness, Yoga, and other courses.</i></p>	

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

High School Physical Education Activities Offered

ESSENTIALS OF PHYSICAL EDUCATION

<p>Grade: 9-12</p>	<p>Overview: <i>Fundamentals of Physical Education</i> is designed to be an introduction to high school physical education. It is strongly recommended that students take this course their 9th grade year because it provides a comprehensive overview of physical education and is a prerequisite for many other physical education courses. Competency is developed in a wide range of activities and students are prepared to make informed decisions about future recreation and fitness pursuits. This course includes the instruction of a variety of physical fitness activities from the <i>Fitness</i> category AND multiple activities from two or more of the following categories: <i>Individual, Team, and Outdoor Pursuits</i> (see Suggested Activities on page).</p>
<p>Length: One Semester</p>	
<p>Credit: 5</p>	
<p>Prerequisite: None</p>	
<p>STRANDS</p>	<p>MASTERY CORE OBJECTIVES</p>
<p>Motor Skills NASPE: Standard 1 GLEs: PE.B.4</p>	<p>Students will work toward the following:</p> <ul style="list-style-type: none"> · Demonstrate competency in a variety of skills required for physical fitness activities. · Use specialized knowledge to develop proficient movement.
<p>Application of Knowledge NASPE: Standard 2 GLEs: PE.B.4; PE.D.4</p>	<ul style="list-style-type: none"> · Demonstrate a knowledge of rules, procedures, and terminology. · Apply the terminology associated with exercise and participation in selected individual#performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits. · Use movement concepts and principles to analyze and improve performance of self and/or other in selected skill. (S2H2) · Create a practice plan to improve performance for a self#selected skill. · Identify examples of social and technical dance forms. · Identify personal behaviors that support, promote, or undermine a healthy lifestyle. · Analyze health and fitness benefits from various physical activities. · Demonstrate a knowledge of major muscles and their relationship to specific movements. · Utilize principles of training for the purpose of modifying personal fitness. · Demonstrate knowledge about appropriate equipment selection according to present and desired skill level. · Learn the historical background and changes which have developed an

	activity to its current form.
--	-------------------------------

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Health Enhancing Lifestyle NASPE: Standard 3</p> <p>GLEs: PE.B.4; PE.B.7; PE.C.1#2; PE.C.4; PE.D.2, 4; PE.F.4</p>	<ul style="list-style-type: none"> · Understand and respect the natural environment while participating in physical activity. · Create and implements a behavior#modification plan that enhances a healthy, active lifestyle in college or career settings. · Design a fitness program, including all components of health#related fitness, for a college student and an employee in the learner’s chosen field of work. · Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non#competitive). · Identify career opportunities that require physical fitness. · Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise. · Identify stress#management strategies to reduce stress.
<p>Social/Respect Standard 4</p> <p>GLEs: PE.E.2#4</p>	<ul style="list-style-type: none"> · Apply safe practices, rules, procedures, and etiquette in all physical activities. · Employ effective self#management skills to analyze barriers and modify physical activity patterns appropriately. · Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. · Apply best practices for participating safely in physical activity, exercise, and dance. · Develop a healthy perspective of winning and losing in relation to other goals of participation. · Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska. · Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity. · Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings. · Demonstrate ability to communicate in a positive, respectful manner.
<p>Values Physical Activity NASPE: Standard 5 GLEs: PE.F.2#4</p>	<ul style="list-style-type: none"> · Recognize and analyze the benefits of exercise on the body and mind. · Select and participate in physical activities that meet the need for self#expression and enjoyment. · Identify the opportunity for social support in a self#selected physical activity. · Actively pursue life#long physical activities that meet their own needs.

INTEGRATED FUNDAMENTALS OF PHYSICAL EDUCATION & HEALTH

Grade: 9#12	<p>Overview: <i>Integrated Fundamentals of Physical Education & Health</i> will integrate the mastery of core learning objectives for <i>Health</i> and <i>Fundamentals of Physical Education</i> courses. This course will follow planned, sequenced activities for an entire year that address the physical, mental, emotional, and social scope of health promoting activities and sports that all students can enjoy and pursue throughout their lives. This course includes the instruction of a variety of physical fitness activities from the <i>Fitness</i> category AND multiple activities from two or more of the following categories: <i>Individual, Team, and Outdoor Pursuits</i> as well as topics covered within the <i>Health</i> curriculum (see Suggested Activities on page).</p> <p><i>Note: Integrated is defined as either: (1) Student instruction will be divided by time (two weeks on/off) to complete the P.E. portion and the Health portion OR (2) both content areas are implemented simultaneously throughout the class period within the same space.</i></p>
Length: Two Semesters	
Credit: 1	
Prerequisite: None	
PHYSICAL EDUCATION STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.B.4; D.4	<ul style="list-style-type: none"> · Demonstrate competency in a variety of skills required for physical fitness activities. · Use specialized knowledge to develop proficient movement.
Application of Knowledge NASPE: Standard 2 GLEs: PE.B.4; PE.D.4	<ul style="list-style-type: none"> · Demonstrate a knowledge of rules, procedures, and terminology. · Apply the terminology associated with exercise and participation in selected individual#performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits. · Use movement concepts and principles to analyze and improve performance of self and/or other in selected skill. · Create a practice plan to improve performance for a self#selected skill. · Identify examples of social and technical dance forms. · Identify personal behaviors that support, promote, or undermine a healthy lifestyle. · Analyze health and fitness benefits from various physical activities. · Demonstrate a knowledge of major muscles and their relationship to specific movements. · Utilize principles of training for the purpose of modifying personal fitness. · Demonstrate knowledge about appropriate equipment selection according to present and desired skill level. · Learn the historical background and changes which have developed an activity to its current form.

PHYSICAL EDUCATION STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Health Enhancing Lifestyle</p> <p>NASPE: Standard 3</p> <p>GLEs: PE.B.4; PE.B.7; PE.C.1#2; PE.C.4; PE.D.2, 4; PE.F.4</p>	<ul style="list-style-type: none"> · Understand and respect the natural environment while participating in physical activity. · Create and implement a behavior#modification plan that enhances a healthy, active lifestyle in college or career settings. · Design a fitness program, including all components of health#related fitness, for a college student and an employee in the learner’s chosen field of work. · Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non#competitive). · Identify career opportunities that require physical fitness. · Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise. · Identify stress#management strategies to reduce stress.
<p>Social /Respect</p> <p>NASP E: Standard 4</p> <p>GLEs: PE.B.1; PE.E.2#4</p>	<ul style="list-style-type: none"> · Apply safe practices, rules, procedures, and etiquette in all physical activities. · Employ effective self#management skills to analyze barriers and modify physical activity patterns appropriately. · Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. · Apply best practices for participating safely in physical activity, exercise, and dance. · Develop a healthy perspective of winning and losing in relation to other goals of participation. · Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska. · Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity. · Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings. · Demonstrate ability to communicate in a positive, respectful manner.
<p>Values Physical Activity</p> <p>NASPE:</p>	<ul style="list-style-type: none"> · Recognize and analyze the benefits of exercise on the body and mind. · Select and participate in physical activities that meet the need for self#expression and enjoyment. · Identify the opportunity for social support in a self#selected physical activity. · Actively pursue life#long physical activities that meet their own needs. · Recognize that physical activity provides enjoyment and challenge as well as opportunities for self#expression and social interaction. · Select physical activities based on personal interest and fulfillment. [HL.A.1#2, 6, 8]

Standard 5 GLEs: PE.F.1#4	
--	--

HEALTH STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Overall Health & Wellness NHES: 4#6 GLEs: HL.B.1; CS.D.3, 5	<ul style="list-style-type: none"> · Understand the different dimensions of wellness and how they relate to overall health. · Understand the importance of good decision#making and goal setting to overall health and wellness. · Identify personal values and evaluate whether choices and actions are in alignment with those values. · Understand risk factors and their impact on the health and wellness of teens. · Recognize the roll all forms of media (i.e., social media) play in our lives. · Discuss strategies to remain safe in a variety of social situations, including on the internet. · Identify the relationship between personal needs, social pressures, and behavior. · Discuss immunizations and the roll they play in health. · Discuss risk factors involved in the leading causes of teen deaths.
Nutrition NHES: 2#3, 7 GLEs: HL.A.1#8; HL.C.5#6	<ul style="list-style-type: none"> · Explain the concept of energy balance. · Know and understand the roll of the six basic nutrients. · Understand how to read a nutritional label. · Explain the factors contributing to healthy and unhealthy food choices and meals. · Understand serving sizes and the portion control. · Compare fad diets and balanced diets. · Recognize and understand the appropriate and inappropriate use of sports and energy drinks. · Understand the roll exercise plays in being healthy and in weight management.
Communication & Relationships NHES: 2, 4, 7#8 GLEs: HL.A.1#6; HL.B.1; HL.C.1#6; G/C.E.7; CS.D.3; CS.D.5	<ul style="list-style-type: none"> · Identify the stress response and the different stages of stress. · Understand eustress and distress. · Recognize personal stressors and describe some healthy coping strategies. · Describe and evaluate problem#solving mechanisms; discuss their limitations in solving problems. · Develop an awareness of the various types of mental disorders (e.g., mood, anxiety, eating). · Identify several types of mental disorders and differentiate between temporary mental distress and chronic mental illness (e.g., feeling depressed vs. suffering from depression). [HL.A.3; HL.B.5; HL.C.5] · Explain how to access school and community resources that promote mental health. · Differentiate myths and facts surrounding suicide and potential causes of suicide. · Identify warning signs exhibited by people at risk for suicide.

	List possible steps toward suicide prevention.
--	--

HEALTH STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Substance Abuse</p> <p>NHES: 2#4, 7#8</p> <p>GLEs: HL.A.1#4, 6; HL.B.1#6; HL.C.5; HL.D.1#2</p>	<ul style="list-style-type: none"> · Identify strategies that help to maintain a substance-free lifestyle. [HL.A.6; HL.B.1#6; HL.C.5; HL.D.1#2] · Analyze how drug use, misuse, and abuse is encouraged by our society. [HL.A.4; HL.B.1#5] · Identify categories of drugs and their general effects. · Identify how use and abuse effects the brain. · Discuss why use and abuse of drugs is much more dangerous for teens. · Explain how different types of drugs, including ones legal for adults, affect the individual both psychologically and physiologically. · Identify resources for teens to help with personal or family addictions.
<p>Reproduction & Sex Education</p> <p>NHES: 1#5, 7</p> <p>GLEs: HL.A.2, 7#8; HL.B.1, 3#4, 6; HL.C.2, 4#6</p>	<ul style="list-style-type: none"> · Explain the human sexual response cycle, including the roll of hormones. · Identify and discuss that abstinence is the only 100% safe form of birth control. · Describe the emotional and physical consequences of early sexual activity and multiple partners. · Compare and contrast the effectiveness of a variety of contraceptives and understand how they can help prevent pregnancy. [HL.A.7; HL.C.2, 4#6] · Discuss myths and facts surrounding teen pregnancy, STIs, and birth control. · Be aware of the cycle of fetal development. · Recognize the early signs of pregnancy and importance of pre-natal care. · Know the risk factors for and warning signs of STIs. · Evaluate the effectiveness of various contraceptive methods' (e.g., abstinence) in preventing STIs. · Identify the health services for obtaining testing of STIs and other diseases. · Identify gender and sexuality differences and the importance of treating others respectfully. · Discuss information pertaining to male and female reproductive health.

DANCE

Grade: 9#12	<p>Overview:</p> <p><i>Dance</i> is a form of exercise that helps students develop balance, coordination, flexibility, muscle strength, and endurance as well as cardiovascular</p>
Length: One Semester	

Credit: .5	endurance. Some styles of dance involve connections with a partner as well as communication. Benefits of dance include enhanced physical, mental, and social health.
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.4	<ul style="list-style-type: none"> · Perform a variety of sequences with proper technique and body positioning.
Application of Knowledge NASPE: Standard 2 GLEs: PE.B.2#3, 5#7	<ul style="list-style-type: none"> · Demonstrate proper posture and body positioning for a variety of dance styles or sequences. · Regulate breathing for specific purposes and link breath with movement. · Identify the physical, mental, and social benefits of different styles of dance. · Demonstrate competency in leading and following as applicable in partner dancing.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.2, 4	<ul style="list-style-type: none"> · Establish personal fitness goals and implement a personal fitness program. [HL.A.1#2, 6, 8]
Social/Respect NASPE: Standard 4 GLEs: PE.E.1#4	<ul style="list-style-type: none"> · Apply appropriate communication skills with partners or others in the group. [HL.B.2] · Learn how to lead and follow at appropriate times. [HL.B.2] · Interact with others in a respectful and positive manner; include and cooperate with others in physical activities. [HL.B.2; HL.C.2#5] · Make positive choices that respect and support oneself and others. [HL.D.1]
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.1#4	<ul style="list-style-type: none"> · Identify personal behaviors that support, promote, or undermine a healthy lifestyle. · Demonstrate ability to practice dance skills independently and for specific purposes. · Practice teaching dance sequences to others. · Reflect on the benefits of dance in improving physical fitness, emotional well-being, and social relationships.

SWIMMING

Grade: 9-12	Overview: <i>Swimming Is</i> designed to provide students with an introduction to and participation in the life skill of swimming and water related aerobics. Swimming is a skill that..... Students will learn
Length: One Semester	
Credit: 5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.2	<ul style="list-style-type: none"> · Utilize strategies required for basic fencing.
Application of Knowledge NASPE: Standard 2 GLEs: PE.B.2#3, 6	<ul style="list-style-type: none"> ·
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.3#4	<ul style="list-style-type: none"> · Demonstrate knowledge of new/current strategies. · Develop personal goals for development of mental preparedness.
Social/Respect NASPE: Standard 4 GLEs: PE.E.1#4	<ul style="list-style-type: none"> · Demonstrate the skill knowledge and desire to monitor and adjust activity and cooperatively interact with others. · Develop trust in self and others. [HL.A.1; HL.B.1; HL.D.2, 5]
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.1#4	<ul style="list-style-type: none"> · Identify personal behaviors that support, promote, or undermine a healthy lifestyle. · Demonstrate ability to practice skills independently and for specific purposes. · Practice teaching sequences/stances to others. · Reflect on the benefits of fencing in improving physical fitness, emotional well#being, and social relationships.

FITNESS

Grade: 9-12	<p>Overview: <i>Fitness</i> will emphasize physical fitness for a healthy lifestyle through a variety of activities involving cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Health and skill#related components of fitness, training principles, safety factors, target heart rate, effects of proper nutrition, benefits of regular exercise, basic muscular anatomy, and kinesiology will be covered. This course includes the instruction of a minimum of four (4) <i>Fitness</i> activities (see Suggested Activities on page).</p>
Length: One Semester	
Credit: 5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Motor Skills</p> <p>NASPE: Standard 1 GLEs: PE.A.3</p>	<ul style="list-style-type: none"> · Utilize strategies required for fitness/individual activities. · Develop skills needed to improve or increase flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.
<p>Application of Knowledge</p> <p>NASPE: Standard 2 GLEs: PE.D.1</p>	<ul style="list-style-type: none"> · Utilize principles of training for the purpose of modifying personal fitness. · Create a practice plan to improve performance. · Demonstrate effective self#management skills to enhance flexibility without injury.
<p>Health Enhancing Lifestyle</p> <p>NASPE: Standard 3 GLEs:</p>	<ul style="list-style-type: none"> · Use the results of fitness assessments, acquired fitness knowledge, and personal interests to design and implement a personal fitness program. · Design a fitness program, including all components of health#related fitness for a college student and an employee in the learner’s chosen field of work.
<p>Social/Respect</p> <p>NASPE: Standard 4 GLEs: PE.E.1#2, 4</p>	<ul style="list-style-type: none"> · Demonstrate proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. · Demonstrate cooperative problem#solving and critical thinking with others. · Demonstrate knowledge of individual difference and accepts various abilities of others.
<p>Values Physical Activity</p> <p>NASPE: Standard 5 GLEs: PE.F.2</p>	<ul style="list-style-type: none"> · Demonstrate the health benefits of a self#selected physical activity. · Identify the opportunity for social support in self#selected physical activity.

ELECTIVE COURSE OPTIONS

These elective courses follow the *Fitness*
MCO's

FITNESS/INDIVIDUAL	<p>Overview: <i>Fitness/Individual</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of <i>Fitness</i> and <i>Individual</i>, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on individual skill development, goal setting, and self-evaluation. <i>Fitness/Individual</i> includes the instruction of a minimum of two (2) <i>Fitness</i> and two (2) <i>Individual</i> activities (see <i>Physical Education Standards</i> for suggested activities).</p>
Grade: 9#12	
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
FITNESS/OUTDOOR PURSUITS	<p>Overview: <i>Fitness/Outdoor Pursuits</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of <i>Fitness</i> and <i>Outdoor Pursuits</i>, student will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on outdoor activities which support a healthy lifestyle. <i>Fitness/Outdoor Pursuits</i> includes the instruction of a minimum of two (2) <i>Fitness</i> and two (2) <i>Outdoor Pursuits</i> activities (see <i>Physical Education Standards</i> for suggested activities).</p>
Grade: 9#12	
Length: One Semester	
Credit: 5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
FITNESS/TEAM	<p>Overview:</p>

Grade: 9#12	<p><i>Fitness/Team</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of <i>Fitness</i> and <i>Team</i>, students will participate in activities which involve cardiorespiratory and muscular endurance, strength flexibility, and body composition. Emphasis will be on team activities, sportsmanship, and teamwork. <i>Fitness/Team</i> includes the instruction of a minimum of two (2) <i>Fitness</i> and two (2) <i>Team</i> activities (see <i>Physical Education Standards</i> for suggested activities).</p>
Length: One Semester	
Credit: 5	
Prerequisite: <i>Fundamentals of Physical Education</i>	

INDIVIDUAL ACTIVITIES

Grade: 9#12	<p>Overview: <i>Individual</i> is designed to develop student competence in individual activities. Emphasis will be placed on skill development, safety, rules, strategies, appropriate use and care of equipment, recreational enjoyment, condition, and application of fitness concepts.</p>
Length: One Semester	
Credit: .5	
Prerequisite: None	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Motor Skills</p> <p>NASPE: Standard 1 GLEs:</p>	<ul style="list-style-type: none"> · Utilize strategies required for fitness/individual activities.
<p>Application of Knowledge</p> <p>NASPE: Standard 2 GLEs: PE.A.2; PE.B.3, 5</p>	<ul style="list-style-type: none"> · Demonstrate a knowledge of rules, terminology, and ability to officiate. · Compare and contrast offensive and defensive strategies in team activities.

<p>Health Enhancing Lifestyle</p> <p>NASPE: Standard 3 GLEs: PE.D.2, 4</p>	<ul style="list-style-type: none"> · Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs. · Applies knowledge of activities to improve personal performance.
<p>Social/Respect</p> <p>NASPE: Standard 4 GLEs: PE.E.1#4</p>	<ul style="list-style-type: none"> · Develop trust in self and others. · Challenge self in reasonable risk#taking activities without causing harm to self or others.
<p>Values Physical Activity</p> <p>NASPE: Standard 5 GLEs: PE.F.2</p>	<ul style="list-style-type: none"> · Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs. [HL.A.1#2, 6, 8]

<p>ELECTIVE COURSE OPTIONS</p> <p>These elective courses follow the <i>Individual</i> MCO's</p>	
<p>INDIVIDUAL/OUTDOOR PURSUITS</p>	<p>Overview: <i>Individual/Outdoor Pursuits</i> is designed to develop competence in individual and outdoor activities. Emphasis will be on skill development, safety, appropriate use and care of equipment, recreational enjoyment, and physical conditioning. <i>Individual/Outdoor Pursuits</i> includes the instruction of a minimum of two (2) <i>Individual</i> and two (2) <i>Outdoor Pursuits</i> activities (see <i>Physical Education Standards</i> for suggested activities).</p>
<p>Grade: 9-12</p>	
<p>Length: One Semester</p>	
<p>Credit: 5</p>	
<p>Prerequisite: <i>Fundamentals of Physical Education</i></p>	
<p>INDIVIDUAL/TEAM</p>	<p>Overview:</p>

Grade: 9-12	<p><i>Individual/Team</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of <i>Individual</i> and <i>Team</i>, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on both individual and team improvement and sportsmanship. <i>Individual/Team</i> includes the instruction of a minimum of two (2) <i>Individual</i> and two (2) <i>Team</i> activities (see <i>Physical Education Standards</i> for suggested activities).</p>
Length: One Semester	
Credit: 5	
Prerequisite: <i>Fundamentals of Physical Education</i>	

OUTDOOR EDUCATION

Grade: 9-12	<p>Overview: <i>Outdoor Education</i> provides students with the skills and knowledge essential for safety, competence, and confidence in outdoor/backcountry activities. Hiking, backpacking, fishing, skiing, berry picking, snow machining, and boating are some of the Alaskan outdoor activities in which students may participate.</p> <p>Through adequate preparation, good judgment, competent decision#making, and knowledge of emergency procedures, students can learn how to be survivors instead of statistics. Emphasis in this course will also be placed on skill, social development, safety, rules, strategies, appropriate use and care of equipment, recreational enjoyment, conditioning, and application of outdoor fitness concepts. This course also promotes awareness and appreciation of the cultural, environmental, and experiential values of the outdoors. <i>Outdoor Education</i> includes the instruction of a minimum of four (4) <i>Outdoor Pursuits</i> activities (see <i>Physical Education Standards</i> for suggested activities).</p>
Length: One Semester	
Credit: 5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.F.1#3	<ul style="list-style-type: none"> · Utilize strategies required for fitness/individual activities. · Demonstrate competency in one or more specialized skills in health#related fitness activities.

<p>Application of Knowledge</p> <p>NASPE: Standard 2</p> <p>GLEs: PE.F.1#3</p>	<ul style="list-style-type: none"> · Understand the planning stages and steps necessary for a successful and safe outdoor experience. · Practice outdoor navigation strategies (e.g., map, compass, GPS). · Recognize and practice summer and winter emergency survival procedures. · Recognize and practice water safety strategies. · Recognize and apply strategies to dress for cold weather activities. · Identify the safety factors of outdoor pursuits (e.g., cold weather injuries, hypothermia). · Demonstrate a knowledge of rules, terminology, and ability to officiate outdoor sports. · Creates a practice plan to improve performance for a self#selected skill.
<p>Health Enhancing Lifestyle</p> <p>NASPE: Standard 3</p> <p>GLEs: PE.D.2, 4</p>	<ul style="list-style-type: none"> · Identify issues associated with exercising in heat, humidity, and cold. · Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. · Relate physiological responses to individual levels of fitness and nutritional balance.
<p>Social/Respect</p> <p>NASPE: Standard 4</p> <p>GLEs: PE.E.1, 3</p>	<ul style="list-style-type: none"> · Develop awareness and appreciation of local cultural value of the outdoors. · Apply the minimum impact camping philosophy when engaged in outdoor experiences. · Demonstrate responsible personal behavior in outdoor activities.

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Values Physical Activity</p> <p>NASPE: Standard 5</p> <p>GLEs: PE.F.1#4</p>	<ul style="list-style-type: none"> · Demonstrate ability to analyze the health benefits of a self#selected physical activity. · Identify the opportunity for social support in a self#selected physical activity.

TEAM SPORTS AND ACTIVITIES

Grade: 9-12	<p>Overview:</p> <p><i>Team</i> is designed to develop student competence in team activities. Emphasis will be placed on skill development, safety, rules, strategies, working as a team, appropriate use and care of equipment, recreational enjoyment, conditioning, and application of fitness concepts. <i>Team</i> includes the instruction of a minimum of four (4) <i>Team</i> activities (see <i>Physical Education</i></p>
Length: One Semester	
Credit: 5	

Prerequisite: Fundamentals of Physical Education	<i>Standards for suggested activities).</i>
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.1	<ul style="list-style-type: none"> · Utilize offensive game strategies. · Utilize defensive game strategies.
Application of Knowledge NASPE: Standard 2 GLEs: PE.D.3#4	<ul style="list-style-type: none"> · Demonstrate a knowledge of rules and terminology and ability to officiate. · Compare and contrast offensive and defensive strategies in team activities. · Create a practice plan to improve performance for a self#selected skill.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.2, 4	<ul style="list-style-type: none"> · Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.
Social/Respect NASPE: Standard 4 GLEs: PE.E.2#4	<ul style="list-style-type: none"> · Uses communication skills and strategies that promote team/group dynamics. · Apply best practices for participating safely in physical activity (e.g., injury prevention, proper alignment hydration, use of equipment, implementation of rules, sun protection).
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.1#4	<ul style="list-style-type: none"> · Demonstrate ability to analyze the health benefits of a self#selected team activity. · Identify the opportunity for social support and interactions in a self#selected team activity.

ELECTIVE COURSE OPTIONS
 These elective courses follow the *Team MCO's*

TEAM/OUTDOOR PURSUITS	<p>Overview: <i>Team/Outdoor Pursuits</i> is designed to develop competence in team and outdoor activities. Emphasis will be on skill development, safety, rules, appropriate use and care of equipment, recreational enjoyment, and physical conditioning. <i>Team/Outdoor Pursuits</i> includes the instruction of a minimum of two (2) <i>Team</i> and two (2) <i>Outdoor Pursuits</i> activities (see <i>Physical Education Standards</i> for suggested activities).</p>
Grade: 9#12	
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	

WEIGHT TRAINING

Grade: 9-12	<p>Overview: <i>Weight Training</i> is designed to promote development of muscular strength and endurance with the knowledge and awareness of safe practices. Students will learn to identify the muscle groups, understand good nutrition, and practice positive social and personal skills, which lead to a wellness lifestyle.</p>
Length: One Semester	
Credit: 5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.2	<ul style="list-style-type: none"> · Demonstrate proper lifting and breathing techniques. <ul style="list-style-type: none"> ○ Slow and controlled lifting. ○ Breathe in and blow out; exhale on lift phase. · Demonstrate competency and/or refined activity#specific movement skills.

<p>Application of Knowledge</p> <p>NASPE: Standard 2</p> <p>GLEs: PE.B.1#2, 6#7</p>	<ul style="list-style-type: none"> · Use the correct terminology and the proper, safe methods of equipment use. · Use movement concepts and principles (i.e., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. · Demonstrate knowledge of the differences between muscular strength and endurance and identify training methods for each. · Demonstrate the knowledge of correct body positions for each type of lift. · Become familiar with a variety of weight training methods such as constant#set and failure methods, circuit training, and supersets. · Regulate breathing with movement. · Identify common misconceptions (e.g., over#training) and health risks (e.g., anabolic steroid use). · Demonstrate competency to design a personal weight training program.
<p>Health Enhancing Lifestyle</p> <p>NASPE: Standard 3</p> <p>GLEs: PE.D.1, 4#5</p>	<ul style="list-style-type: none"> · Establish personal fitness goals and implement a personal fitness program. · Evaluate the validity of claims made by commercial product and programs pertaining to fitness and a healthy, active lifestyle. · Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. · Demonstrate appropriate techniques in resistance#training, machines, and free#weights. · Identify types of strength exercises (e.g., isometric, concentric, eccentric) and stretching exercises (e.g., static, proprioceptive neuromuscular facilitation (PNF) dynamic) for personal fitness development. · Calculate target heart rate and applies that information to personal fitness plan.

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Social/Respect</p> <p>NASPE: Standard 4</p> <p>GLEs: PE.E.1#3</p>	<ul style="list-style-type: none"> · Interact with others in a respectful and positive manner; include and cooperate with others in physical activities. · Understand the individual responsibility for a healthy lifestyle and the relationship to self, community, and nation. · Use communication skills and strategies that promote team/group dynamics. · Apply best practices for participating safely in physical activity (i.e., injury prevention, proper alignment, hydration, use of equipment).
<p>Values Physical Activity</p> <p>NASPE: Standard 5</p> <p>GLEs: PE.F.1#2, 4</p>	<ul style="list-style-type: none"> · Identify personal behaviors that support, promote, or undermine a healthy lifestyle.

YOGA

<p>Grade: 9-12</p>	<p>Overview: <i>Yoga</i> is an ancient form of exercise that incorporates a wide variety of styles. It helps to bring balance into the body and mind through physical postures and breathing exercises. <i>Yoga</i> allows one to develop strength, flexibility, and concentration through a variety of challenging poses and movement sequences. Benefits of yoga include enhanced physical, mental, and emotional health.</p>
<p>Length: One Semester</p>	
<p>Credit: 5</p>	
<p>Prerequisite: <i>Fundamentals of Physical Education</i></p>	
<p>STRANDS</p>	<p>MASTERY CORE OBJECTIVES</p>
	<p>All Physical Education Students will work toward the following:</p>
<p>Motor Skills NASPE: Standard 1 GLEs: PE.A.2</p>	<ul style="list-style-type: none"> · Perform postures and movement sequences with ease and steadiness while applying knowledge of safe and proper alignment. · Balance stillness and quiet self#reflection with movement and activity.
<p>Application of Knowledge NASPE: Standard 2 GLEs: PE.B.2#3, 5#6</p>	<ul style="list-style-type: none"> · Demonstrate knowledge of skeletal alignment and optimal posture in a variety of yoga poses. · Apply the terminology associated with exercise and participation in selected individual performance. · Regulate breathing for specific purposes and link breath with movement. · Identify the physical and mental benefits of different yoga poses and be able to select poses to best suit individual needs. · Demonstrate competency in leading personal daily yoga practice. · Modify poses as necessary in order to best maintain safety and alignment according to individual physical ability. · Create a practice plan to improve performance for self#selected skill.
<p>Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE D.2#4</p>	<ul style="list-style-type: none"> · Establish personal fitness goals and implement a personal fitness program. · Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. · Recognize the impact of emotion and stress on the body and mind. · Use techniques of relaxation to calm the mind and manage stress levels.

<p>Social/Respect</p> <p>NASPE:</p> <p>Standard 4</p> <p>GLEs: PE.E.1#3</p>	<ul style="list-style-type: none"> · Observe emotional states of stress and relaxation in self and apply breathing techniques to regulate emotions and focus when under pressure. · Exhibit proper etiquette and respect for others while engaging in physical activity. · Interact with others in a respectful and positive manner; include and cooperate with others in physical activities. · Make positive choices that respect and support themselves and others. · Apply best practices for participating safely in physical activity, exercise, and dance (i.e., proper alignment, hydration, use of equipment).
---	---