Standard I: Exercise Physiology

Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

I.1.1
Identify and demonstrate the effects of physical activity on the body systems.

a. Identify selected muscles by names and locations.
Clarifying Example: *The student will point to a muscle when the muscle is named or name the muscle when the teacher points to the location.*
b. Identify and demonstrate how the heart and blood vessels respond to exercise.
c. Identify how the body responds to exercise (heart beats faster, breathe deeper, and sweat).
Clarifying Example: *The student will experience normal heart rate and elevated heart rate through exercise and cool down and indicate whether his/her heart beats fast or slow.*
d. Identify the function of muscles.

I.1.2
Explore and identify the components of the FITT principle using physical activity.

a. Identify and demonstrate the FITT component: Type, through physical activity.
Clarifying Example: *The student will engage in a variety of activities and distinguish which are aerobic and anaerobic.*

I.1.3
Explore and distinguish between the components of fitness.

a. Participate in activities to enhance the health related fitness components: muscular strength, aerobic capacity/cardio respiratory endurance and flexibility.
Clarifying Example: *The student will participate in various activities that demonstrate the health-related fitness components (curl up equals muscular strength/muscular endurance).*
b. Identify activities that improve muscular strength, aerobic capacity/cardio respiratory endurance, and flexibility.

I.1.4
Investigate the benefits of physical activity.

a. Identify physical benefits of aerobic capacity/cardio respiratory endurance and muscular endurance.
Clarifying Example: *The student will state that exercise increases the heart rate, and makes the heart grow stronger while repeated muscle use increases the ability of the muscle to work.*

I.1.5
Recognize the relationship between nutrition and physical activity.

a. Identify what foods are the most efficient fuel (nutritious vs. junk food).
Clarifying Example: *The student will respond to the teacher's verbal cues with thumbs up for nutritious foods and thumbs down for junk foods.*

I.1.6
Recognize the factors influencing exercise adherence.

a. Identify activities that promote fitness.
• Individual
• Group/Peers
• Family
Clarifying Example: *The student will participate in movement activities with friends and family members*

and discuss in class.

Standard II: Biomechanical Principles

Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

II.1.1
Explore the concepts within Newton's Laws of Motion.

a. Explore the concepts.
- Force
- Gravity
- Friction
- Resistance

Clarifying Example: *The student will drop balls from different levels and predict which one will bounce higher.*

II.1.2
Explore static and dynamic balance concepts through movement.

a. Demonstrate static and dynamic balance concepts through movement.
b. Recognize the need for base of support and center of gravity in maintaining balance.

Clarifying Example: *The student will balance on one foot and hold arms at different levels and extensions. He/She will describe what must be done to remain balanced.*

Standard III: Social Psychological Principles

Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

III.1.1
Recognize the relationship between effort and improvement.

a. Participate in a variety of activities in order to recognize the concept of effort, such as more, better, harder, etc.

Clarifying Example: *The student will attempt a variety of task challenges with varying durations of practice and/or levels of difficulty. The student will indicate on a task/skill check-off sheet whether he/she needs "more" practice turns or "harder" task challenges in his/her effort to achieve a teacher-specified level of success.*

b. Recognize that skill improvement requires effort.

Clarifying Example: *The student will make an analogy between stories of the "The Little Engine that Could," the Tortoise and the Hare," and Michael Jordan's effort to improve his skills.*

III.1.2
Work effectively with others in physical activity settings.

a. Identify the need for rules in social settings and choose appropriate behaviors.

Clarifying Example: *The student will listen to a story play or watch a video of safe and unsafe movement and play practices during PE class, at recess, and in community physical activity settings. He/She shouts out "safe," "unsafe," "breaking the rules," and "following the rules" at appropriate times. When "unsafe" or "breaking the rules" is indicated, the student will verbally explain actions that would be more appropriate. The class compares rules and safe strategies from the story/video to rules identified for PE class.*

III.1.3
Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all.

a. Recognize healthy ways to show self-expression.

Clarifying Example: *The student will use a thumbs up/thumbs down gesture to express his/her level of satisfaction/enjoyment of activity. The students will extend this model by indicating other ways that he/she has observed healthy expressions during movement activity in PE class and in the community (high fives, smiles, "way to go," pats on the back, etc.).*

III.1.4
Establish and modify personal physical activity goals while monitoring progress towards achievement.

a. Identify the concept of goal setting.

Clarifying Example: *The student will explain the concept verbally to a classmate by finishing the prompt, "This is what I want to do next – my goal is to jump _____ times without missing."*

Standard IV: Motor Learning Principles
Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
IV.1.1 Recognize through participating in a variety of activities, how individuals progress through stages of learning at various rates.
a. Identify simple mechanics of a skill. ***Clarifying Example:*** *The student will understand what the cues/steps of the specific skill means in relationship to the movements (Students understand that to strike a balloon with hands at a high level means above the shoulders).*
IV.1.2 Recognize that a person's skill development results from prior experience, natural ability, and practice.
a. Demonstrate developmentally appropriate activities. ***Clarifying Example:*** *The student will develop and practice skills through progression (While tossing and catching to self, start with lightweight equipment such as scarves, then progress to heavier, larger, different textured equipment: fleece balls, gator balls, koosh balls, small playground balls, etc.).*
IV.1.3 Recognize that skills will develop with practice over time.
a. Improve performance with appropriate practice. ***Clarifying Example:*** *The student will receive continuous feedback from teacher that indicates their level of performance and how it has improved.*
IV.1.4 Recognize the importance of positive feedback on performance.
a. Provide verbal and visual cues to improve personal performance. ***Clarifying Example:*** *The student will explore giving visual feedback by giving "thumbs up "or" thumbs down" signal to indicate a peer's performance while watching another student perform skills.*

Standard V: Physical Activity

Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

V.1.1
Explore individual aerobic capacity/cardio respiratory fitness.

a. Introduce different locations to find pulse.
b. Recognize that different activities affect heart rate.
c. Compare resting heart rate with active heart rate.
d. Explore aerobic and anaerobic activity.

Clarifying Example: *The student will learn to distinguish between fast and slow heart rate for different activities while participating in a variety of aerobic and anaerobic stations.*

V.1.2
Experience activities that involve muscular strength and muscular endurance.

a. Experience developmentally appropriate activities involving muscular strength and muscular endurance.

Clarifying Example: *The student will perform a variety of developmentally appropriate animal walks and/or modified push-up activities.*

V.1.3
Examine individual flexibility.

a. Participate in developmentally appropriate activities involving flexibility.

Clarifying Example: *The student will use equipment (scarves, Chinese ribbons, etc.) to give visual connectivity to the range of flexibility experienced while moving to music.*

Standard VI: Skillfulness

Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

VI.1.1

Demonstrate fundamental movement skills.

a. Demonstrate proficiency of a variety of locomotor skills, such as hop, jump, skip, or gallop.

Clarifying Example: *The student will change from hopping to jumping on cue without stopping.*

b. Demonstrate a proficient degree of spatial awareness (location levels, directions, and pathways).

c. Demonstrate proficiency when moving in relation to one's body parts.

d. Demonstrate proficiency when performing the five forms of take offs and landings.

e. Practice a variety of non-locomotor movements such as bend, pull, stretch, twist, turn, push, swing, and lift.

f. Practice combining movement concepts (levels, pathways, directions, time/speed, force, and flow).

Clarifying Example: *The student will travel and change from one speed to another on signal.*

g. Practice chasing, fleeing, and dodging.

h. Explore and practice the components of *efficiency*, such as time/speed, force, and flow.

VI.1.2

Develop creative movement skills.

a. Develop a movement experience using the body to interpret a given situation, such as stories, music, and rhythm.

Clarifying Example: *The student will develop their own new dance demonstrating their interpretations of levels after participating in "The Chicken Dance" to explore levels.*

b. Demonstrate the ability to move the body symmetrically and asymmetrically while stationary.

Clarifying Example: *The student will use a paper skeleton and imitate symmetrical and asymmetrical shapes while standing still.*

VI.1.3

Developing proficiency in skill themes.

a. Demonstrate catching a bounced ball or and underhand thrown object.

Clarifying Example: *The student will use an 8 ½ inch playground ball to drop and catch with two hands.*

b. Demonstrate using opposition when tossing and throwing.

Clarifying Example: *The student will throw to a target consistently using the correct cues (e.g., ball in right hand, step with left foot; Ball in left hand, step with the right foot).*

c. Demonstrate maintaining balance on a base of support while changing body shapes.

d. Demonstrate kicking a stationary ball.

e. Demonstrate striking with various body parts.

f. Practice striking with implements.

Clarifying Example: *The student will use a lollypop paddle to strike a balloon.*

g. Practice dribbling with the feet.

h. Experience and practice transferring weight from feet to hands.

Clarifying Example: *The student will perform the bunny hop by transferring weight from two feet to two hands in the crouched position.*

i. Explore a variety of tumbling experiences.

Clarifying Example: *The student will explore a simple sequence that starts with a definite beginning (balanced) shape, ends with a different shape, and has a roll or rolls in the middle.*