UTAH CORE STANDARDS

PHYSICAL EDUCATION

UTAH STATE OFFICE OF EDUCATION 250 EAST 500 SOUTH P.O. BOX 144200 SALT LAKE CITY, UTAH 84114-4200 SYDNEE DICKSON, INTERIM STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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Utah STATE OFFICE of Education

UTAH CORE STATE STANDARDS *for* PHYSICAL EDUCATION

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by the

Utah State Board of Education

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The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K–12 students in order to graduate from Utah's secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.

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INTRODUCTION

ORGANIZATION OF THE STANDARDS

The Utah Core Standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

THE GOAL OF PHYSICAL EDUCATION is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Research tells us that students who are physically active for 60 minutes a day have higher self-confidence and more active synapses in the brain, experience a decrease in chronic illnesses, and are less likely to be absent from school. Such students are ready for career and college success. Time given to physical activity in school must not only be incorporated, but be of the highest quality. The Physical Education Core utilizes appropriate instructional practices to develop competence and confidence in a variety of lifetime activities and movement forms, including sports, dance, outdoor recreation, and physical fitness. The emphasis is on providing success and enjoyment for all students. Knowledge of the relationship between proper nutrition and a consistent fitness regimen is the common thread running through the core. Students develop life skills through cooperative and competitive activity participation, and learn the value of a physically active life.

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UTAH CORE STATE STANDARDS *for* ELEMENTARY PHYSICAL EDUCATION COURSES

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Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard K.1.1** Perform hopping, galloping, running, sliding, skipping, jumping, and landing while maintaining balance.
- **Standard K.1.2** Perform locomotor skills in response to teacher-led creative dance.
- **Standard K.1.3** Contrast the actions of curling and stretching the body.
- **Standard K.1.4** Maintain momentary stillness on different bases of support.
- **Standard K.1.5** Form wide, narrow, curled, and twisted body shapes.
- **Standard K.1.6** Transfer weight from one foot to another, using various speeds.
- **Standard K.1.7** Roll sideways in a narrow body shape.
- **Standard K.1.8** Drop a ball and catch it before it bounces twice.
- **Standard K.1.9** Catch a large ball tossed by a skilled thrower.
- **Standard K.1.10** Toss underhand with opposite foot forward.
- **Standard K.1.11** Dribble a ball with one hand, attempting the second contact.
- **Standard K.1.12** Tap a ball using the inside of the foot, sending it forward.
- **Standard K.1.13** Kick a stationary ball from a stationary position.
- **Standard K.1.14** Volley a lightweight object (e.g., a balloon), sending it upward.
- **Standard K.1.15** Strike a lightweight object with a short-handled implement.
- **Standard K.1.16** Execute a single jump with self-turned rope.
- **Standard K.1.17** Jump a long rope with teacher-assisted turning.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting.

- **Standard K.2.1** Differentiate between movement in personal space and general space.
- **Standard K.2.2** Travel in three different pathways.
- **Standard K.2.3** Travel in general space with different speeds.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard K.3.1** Identify active play opportunities outside physical education class.
- **Standard K.3.2** Actively participate in physical activities in class.
- **Standard K.3.3** Recognize that when you move fast, your heart beats faster and you breathe more heavily.
- **Standard K.3.4** Recognize that food provides energy for physical activity.
- **Standard K.3.5** Recognize that proper hydration is necessary during physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard K.4.1** Follow directions in a group setting (e.g., safe behaviors, following rules, taking turns) and recognize responsible behavior while following instruction with teacher prompts and minimal reminders.
- **Standard K.4.2** Share equipment and space with others.
- **Standard K.4.3** Understand established procedures for class activities.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard K.5.1** Recognize that physical activity is important for good health.
- **Standard K.5.2** Acknowledge that some physical activities are challenging and difficult.
- **Standard K.5.3** Identify physical activities that are enjoyable.
- **Standard K.5.4** Discuss the enjoyment of participating in activities with others.

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GRADE 1

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 1.1.1** Hop, gallop, jog and slide, using a mature pattern.
- **Standard 1.1.2** Demonstrate two of the five critical elements for jumping and landing in a horizontal and vertical plane, using two-foot takeoff and landing.
- **Standard 1.1.3** Combine locomotor and non-locomotor skills in a teacher-designed dance.
- **Standard 1.1.4** Demonstrate twisting, curling, bending, and stretching actions.
- **Standard 1.1.5** Maintain stillness on different bases of support with a variety of body shapes.
- **Standard 1.1.6** Transfer weight from one body part to another, using self-space in a movement environment.
- **Standard1.1.7** Roll with either a narrow or curled body shape.
- **Standard 1.1.8** Catch a soft object from a self-toss before it bounces.
- **Standard 1.1.9** Catch various sized balls when self-tossed or tossed by a skilled thrower.
- **Standard 1.1.10** Toss underhand, demonstrating two of the five critical elements of a well-developed pattern.
- **Standard 1.1.11** Dribble continuously in personal space using preferred hand.
- **Standard 1.1.12** Tap a ball using the inside of the foot while walking in general space.
- **Standard 1.1.13** Approach a stationary ball and kick it forward, demonstrating two of the five critical elements of a well-developed pattern.

- **Standard 1.1.14** Volley an object with an open palm, sending it upward.
- **Standard 1.1.15** Strike a ball with a short-handled implement, sending it upward.
- **Standard 1.1.16** Jump forward or backward consecutively, using a self-turned rope.
- **Standard 1.1.17** Jump a long rope up to five times consecutively with teacher-assisted turning.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

- **Standard 1.2.1** Move in personal space and general space while participating in activity or dance.
- **Standard 1.2.2** Travel demonstrating low- and high-level relationships with objects (e.g., over, under, around and through).
- **Standard 1.2.3** Differentiate between fast and slow speeds in open space.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 1.3.1** Discuss the benefits of being active and exercising.
- **Standard 1.3.2** Actively engage in physical activity during class.
- **Standard 1.3.3** Identify the heart as a muscle that grows stronger with exercise, play, and physical activity.
- **Standard 1.3.4** Differentiate between healthy and unhealthy foods.
- **Standard 1.3.5** Describe how proper hydration is important when participating in physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 1.4.1** Accept personal responsibility by using equipment and space appropriately.
- **Standard 1.4.2** Follow rules and parameters of the learning environment.
- **Standard 1.4.3** Accept personal feedback from teacher.
- **Standard 1.4.4** Work independently and with others in a variety of class environments.
- **Standard 1.4.5** Follow procedures for class activities.
- **Standard 1.4.6** Follow directions for safe participation and proper use of equipment without teacher reminders.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 1.5.1** Identify physical activity as a component of good health.
- **Standard 1.5.2** Recognize that challenges in physical activity can lead to success.
- **Standard 1.5.3** Describe positive feelings and personal reasons for enjoying physical activity.
- **Standard 1.5.4** Discuss the enjoyment of participating in activities with others.

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GRADE 2

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand, and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 2.1.1** Skip, demonstrating a well-developed pattern.
- **Standard 2.1.2** Run, using a well-developed pattern while differentiating between jogging and running.
- **Standard 2.1.3** Demonstrate four of the five critical elements for jumping and landing in a horizontal and vertical plane, using a variety of one-and two-foot take-offs and landings.
- **Standard 2.1.4** Perform a teacher/student-designed dance/rhythmic activity with correct response to simple rhythms.
- **Standard 2.1.5** Differentiate twisting, curling, bending and stretching actions.
- **Standard 2.1.6** Balance using various levels and body shapes, with and without moving.
- **Standard 2.1.7** Roll in different directions with a narrow or curled body shape.
- **Standard 2.1.8** Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling it against the body.
- **Standard 2.1.9** Toss underhand, demonstrating three of the five critical elements of a well-developed pattern.
- **Standard 2.1.10** Throw overhand, demonstrating two of the five critical elements of a well-developed pattern.
- **Standard 2.1.11** Dribble with preferred hand in personal and general space while walking, demonstrating a well-developed pattern.
- **Standard 2.1.12** Dribble with feet in general space with control of ball and body.

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- **Standard 2.1.13** By means of a continuous running approach, kick a moving ball, using a well-developed kicking pattern.
- **Standard 2.1.14** Volley a lightweight object upward with consecutive hits.
- **Standard 2.1.15** While using a short-handled implement, strike an object upward with consecutive hits.
- **Standard 2.1.16** Strike a ball off a tee or cone with a long-handled implement.
- **Standard 2.1.17** Jump a self-turned rope consecutively forward and backward, using a well-developed pattern.
- **Standard 2.1.18** Jump a long rope five consecutive times with skilled student turners.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

- **Standard 2.2.1** Combine locomotor skills in general space.
- **Standard 2.2.2** Combine dance movement using shapes, levels and pathways with variations on time and force.
- **Standard 2.2.3** Use time and force to gradually increase and decrease movement through space.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 2.3.1** Identify physical activity outside of physical education class that contributes to fitness (e.g., before and after school, in the regular classroom, at home, with friends and family).
- **Standard 2.3.2** Participate in physical activity in response to instruction and practice.
- **Standard 2.3.3** Recognize the need for a proper balance of good nutrition and physical activity.
- **Standard 2.3.4** Describe how proper hydration is important when participating in physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 2.4.1** Accept personal responsibility for class protocol and demonstrate appropriate behavior and performance in class activities with minimal teacher prompting.
- **Standard 2.4.2** Work collaboratively in pairs and small groups.
- **Standard 2.4.3** Demonstrate safe and respectful behavior toward classmates and equipment during physical activity.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 2.5.1** Recognize the value of a healthy balance between nutrition and physical activity.
- **Standard 2.5.2** Identify physical activities that build confidence and challenge.
- **Standard 2.5.3** Identify physical activities that provide self-expression.
- **Standard 2.5.4** Discuss how working together can result in a positive outcome.

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GRADE 3

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 3.1.1** Demonstrate leaping, using a mature pattern.
- **Standard 3.1.2** Establish differentiation between running and sprinting.
- **Standard 3.1.3** Develop jumping and landing in horizontal and vertical planes.
- **Standard 3.1.4** Perform teacher-selected and developmentally appropriate dance steps and movement patterns.
- **Standard 3.1.5** Move in and out of balancing, using curling, twisting and stretching actions.
- **Standard 3.1.6** Demonstrate balance and weight transfers, using movement concepts to create and perform a dance or rhythmic activity.
- **Standard 3.1.7** Catch a gently tossed ball from a partner.
- **Standard 3.1.8** Throw an underhand toss to a partner or target with reasonable accuracy.
- **Standard 3.1.9** Dribble and travel with a ball at slow to moderate jogging speed, with control of body and ball.
- **Standard 3.1.10** Perform a controlled foot dribble in general space at slow to moderate speed.
- **Standard 3.1.11** Receive a passed ball with the inside of the foot and pass to a stationary partner.
- **Standard 3.1.12** Kick a ball along the ground and in the air while running.

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- **Standard 3.1.13** Use a continuous running approach to kick a stationary ball for accuracy.
- **Standard 3.1.14** Perform intermediate jump rope skills using long and short ropes.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

- **Standard 3.2.1** Recognize open space and how using it will gain advantage.
- **Standard 3.2.2** Apply locomotor skills as they relate to a variety of activities.
- **Standard 3.2.3** Combine movement concepts (e.g., direction, force, levels, and time) with skills as directed by the teacher.
- **Standard 3.2.4** Apply simple strategies and tactics in chasing activities.
- **Standard 3.2.5** Apply simple strategies in fleeing activities.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 3.3.1** Develop a plan for participation in physical activities outside class.
- **Standard 3.3.2** Participate in activities during class without teacher prompting.
- **Standard 3.3.3** Engage in a variety of choices during recess.
- **Standard 3.3.4** Describe examples of physical activities that enhance fitness.
- **Standard 3.3.5** Recognize the importance of warm-up and cool-down.
- **Standard 3.3.6** Demonstrate, with teacher direction, the health-related fitness components of cardiovascular fitness, muscular strength, muscular endurance, and flexibility. (Body composition should not be assessed at this grade level and is not recommended.)
- **Standard 3.3.7** Generate a list of fitness-related activities in which the student participates outside of school hours.
- **Standard 3.3.8** Compare the balance of good nutrition and physical activity.
- **Standard 3.3.9** Understand the importance of hydration during physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 3.4.1** Exhibit personal responsibility in teacher-directed activities.
- **Standard 3.4.2** Work independently for extended periods of time.
- **Standard 3.4.3** Respond appropriately to suggestions given by teacher.
- **Standard 3.4.4** Work cooperatively with peers.
- **Standard 3.4.5** Recognize others' success in movement performance.
- **Standard 3.4.6** Exhibit etiquette and adherence to rules in a variety of physical activities.
- **Standard 3.4.7** Demonstrate understanding of safety, rules, and etiquette by working safely and cooperatively in physical activity settings.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 3.5.1** Discuss the relationship between physical activity and good health.
- **Standard 3.5.2** Reflect on the personal selection of particular physical activities over other options.
- **Standard 3.5.3** Discuss the challenge that comes from learning a new physical activity.
- **Standard 3.5.4** Describe the positive social interactions that result from participation in physical activity.

GRADE 4

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 4.1.1** Use spring-and-step takeoffs while jumping and landing.
- **Standard 4.1.2** Run for distance, using pacing and a well-developed pattern.
- **Standard 4.1.3** Move into and out of balances with curling, twisting, and stretching actions.
- **Standard 4.1.4** Combine locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance or rhythmic activity with a partner.
- **Standard 4.1.5** Combine locomotor movement patterns and dance steps to create and perform an original dance.
- **Standard 4.1.6** Use various motor skills in a variety of small group practice tasks.
- **Standard 4.1.7** Catch and throw a ball above the head, at chest/waist level, and below the waist, using a well-developed pattern in a non-dynamic environment.
- **Standard 4.1.8** Throw underhand to a partner or at a target with accuracy and increased distance.
- **Standard 4.1.9** Dribble with the hand in personal space with both the preferred and non-preferred hand, using a well-developed pattern.
- **Standard 4.1.10** Dribble in general space, with control of ball and body while increasing and decreasing speed.
- **Standard 4.1.11** Throw overhand, using a well-developed pattern with accuracy.

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- **Standard 4.1.12** Throw overhand to a partner, or at a target at a reasonable distance.
- **Standard 4.1.13** Volley with a two-hand overhead pattern, sending a ball upward with consecutive hits.
- **Standard 4.1.14** Dribble with feet in general space, maintaining control of ball and body while increasing and decreasing speed.
- **Standard 4.1.15** Receive a ball with the insides of the foot and pass to a moving partner in a non-dynamic environment.
- **Standard 4.1.16** Receive a ball with the outside and inside of the foot and return the pass to a stationary partner.
- **Standard 4.1.17** Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small group activities (3–5 students).
- **Standard 4.1.18** Create and perform a jump rope routine with either a short or long rope.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

- **Standard 4.2.1** Apply the concept of open spaces to combination skills (e.g., getting open for a pass, dribbling to create space).
- **Standard 4.2.2** Apply the movement concepts of speed, endurance, and pacing for running.
- **Standard 4.2.3** Combine movement concepts with skills in small group (3–5 students) activities and/or dance.
- **Standard 4.2.4** Apply the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
- **Standard 4.2.5** Apply simple offensive strategies and tactics in chasing and fleeing activities.
- **Standard 4.2.6** Apply simple defensive strategies/tactics in chasing and fleeing activities.
- **Standard 4.2.7** Recognize the types of kicks needed for different game and sport situations.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 4.3.1** Analyze opportunities for participating in physical activity outside physical education class.
- **Standard 4.3.2** Actively engage in the activities of physical education class, both teacher-directed and independent.
- **Standard 4.3.3** Identify the components of health-related fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, and flexibility).
- **Standard 4.3.4** Demonstrate prescribed warm-up and cool-down relative to level of exercise.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 4.4.1** Exhibit responsible behavior in independent group situations.
- **Standard 4.4.2** Reflect on personal social behavior in physical activity.
- **Standard 4.4.3** Listen respectfully to corrective feedback from others (e.g., peers, adults).
- **Standard 4.4.4** Praise the movement performance of others both more and less skilled.
- **Standard 4.4.5** Accept students of all skill levels into the physical activity.
- **Standard 4.4.6** Exhibit etiquette and adherence to rules in a variety of physical activities.
- **Standard 4.4.7** Work safely with peers and equipment in physical activity settings.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 4.5.1** Examine the health benefits of participating in physical activity.
- **Standard 4.5.2** Rate the enjoyment of participating in challenging and mastered physical activities.
- **Standard 4.5.3** Critique the level of enjoyment after participating in various physical activities.
- **Standard 4.5.4** Describe/compare the positive social interactions when engaged in partner, small group and large group physical activities.

GRADE 5

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 5.1.1** Demonstrate a well-developed pattern of locomotor skills in small group practice tasks and dance.
- **Standard 5.1.2** Demonstrate a combination of locomotor and manipulative skills in a variety of small group activities.
- **Standard 5.1.3** Create a combination of moving and shooting skills to a scoring target.
- **Standard 5.1.4** Run various distances, demonstrating an understanding of pace for highest performance.
- **Standard 5.1.5** Use locomotor skills in cultural as well as creative dances with correct rhythm and pattern.
- **Standard 5.1.6** Participate in a small group activity or dance using curling, twisting, and stretching actions.
- **Standard 5.1.7** Catch a ball above the head, chest, at waist level, and along the ground using a well-developed pattern, with or without a partner.
- **Standard 5.1.8** Throw and catch a ball while both partners are moving.
- **Standard 5.1.9** Catch and throw a ball with accuracy in small group activities.
- **Standard 5.1.10** Combine foot dribbling with other skills in practice using one-on-one tasks.
- **Standard 5.1.11** Use feet to dribble and pass while moving with a partner.
- **Standard 5.1.12** Dribble with one hand or foot with accuracy in a small group activity.
- **Standard 5.1.13** Volley a ball using a two-hand overhead pattern, sending it upward to a target.

- **Standard 5.1.14** Combine manipulative skills while moving toward a target to execute a score.
- **Standard 5.1.15** Create a jump rope routine with a partner, using either a short or long rope.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting.

- **Standard 5.2.1** Combine spatial concepts with locomotor and non-locomotor movement in small group and dance activities.
- **Standard 5.2.2** Use movement strategies in small game situations.
- **Standard 5.2.3** Apply direction and force when striking an object with a long-handled implement, sending it toward a designated target.
- **Standard 5.2.4** Use basic offensive and defensive strategies and tactics in small group games.
- **Standard 5.2.5** Distinguish the type of throw, volley or striking action needed for different activities and sporting games.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 5.3.1** Chart and analyze physical activity outside physical education class, identifying the fitness benefits.
- **Standard 5.3.2** Engage in a wide variety of physical activities.
- **Standard 5.3.3** Identify the components of skill-related fitness (e.g., agility, balance, coordination, power, reaction time, speed).
- **Standard 5.3.4** Recognize the need for warm-up and cool-down relative to various physical activities.
- **Standard 5.3.5** Chart results of fitness assessment (pre and post). Compare the results as they relate to good health.
- **Standard 5.3.6** Design a fitness plan to address ways to use physical activity to enhance fitness.

- **Standard 5.3.7** Analyze the impact of food choices and hydration relative to physical activity, sports, and personal health.
- **Standard 5.3.8** Select physical activities to reduce stress outside of class.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 5.4.1** Demonstrate interpersonal behavior with peers and teachers during physical activity.
- **Standard 5.4.2** Exhibit respect for self with appropriate behavior while engaging in physical activity.
- **Standard 5.4.3** Respectfully give feedback to peers.
- **Standard 5.4.4** Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- **Standard 5.4.5** Apply safety principles while engaged in age-appropriate physical activities.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 5.5.1** Compare various physical activities and the benefits derived from participation.
- **Standard 5.5.2** Express (in a written essay, visual art, or creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.
- **Standard 5.5.3** Analyze different physical activities for enjoyment and challenge; identify reasons for positive or negative responses.
- **Standard 5.5.4** Describe the social benefits gained from participating in physical activity.

GRADE 6

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 6.1.1** Create an open space by using locomotor movement and change of speed and direction during activity.
- **Standard 6.1.2** Demonstrate competency in locomotor skills as applied to small group games (i.e., 3-5 players), such as basketball, flag football, and speedball.
- **Standard 6.1.3** Combine movement with manipulative skills to reach a target and score a goal (e.g., soccer, hockey, basketball).
- **Standard 6.1.4** Demonstrate correct rhythm and patterns for a dance form (e.g., folk, social, creative, line or world dance).
- **Standard 6.1.5** Perform a rhythmic dance using drumming, and incorporate complete movement using ropes, balls, or Lummi sticks.
- **Standard 6.1.6** Use locomotor and non-locomotor skills to teach a group dance or rhythmic activity.
- **Standard 6.1.7** Catch a variety of objects from different trajectories, using varying practice tasks.
- **Standard 6.1.8** Execute consistently (i.e., 70% of the time) a well-developed underhand pattern for target games such as bowling, bocci, or horseshoes.
- **Standard 6.1.9** Dribble with the dominant hand, using a change of speed and direction in a variety of practice tasks.
- **Standard 6.1.10** Complete a variety of practice tasks; dribble with control, changing speed and direction.
- **Standard 6.1.11** Pass and receive with the feet, using a well-developed pattern in a small group activity.

- **Standard 6.1.12** Demonstrate a complete skill by dribbling and shooting on goal with power in a game setting.
- **Standard 6.1.13** Demonstrate a well-developed form of the overhead volley through implementation in a game setting.
- **Standard 6.1.14** Create a jump rope routine with repeated patterns and combinations of movement.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting.

- **Standard 6.2.1** Demonstrate individual strategies in a small group setting in both defensive and offensive situations to create or deny open space.
- **Standard 6.2.2** Apply speed, direction, and force using a long-handled implement, sending it toward a specific target area while in motion.
- **Standard 6.2.3** Execute an offensive tactic, such as pivots, fakes, or change of direction away from the ball, to create open space.
- **Standard 6.2.4** Reduce open space on defense, by making the body larger and reducing the passing angles.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 6.3.1** Record daily activity and identify benefits gained. Describe how being physically active leads to a healthy body.
- **Standard 6.3.2** Participate in self-selected physical activity outside of physical education class.
- **Standard 6.3.3** Differentiate between skill-related and health-related fitness.
- **Standard 6.3.4** Explain the role of warm-up and cool-down before and after physical activity.
- **Standard 6.3.5** Design and implement a program of remediation for any area of weakness based on results of health-related fitness assessment.
- **Standard 6.3.6** Select food within each of the basic food groups, and select appropriate servings and portions for age and physical activity level.

- **Standard 6.3.7** Identify positive and negative results from stress and appropriate ways of dealing with each.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 6.4.1** Exhibit personal responsibility by using appropriate etiquette, demonstrate respect for facilities, and exhibit safe behaviors.
- **Standard 6.4.2** Identify and use appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
- **Standard 6.4.3** Demonstrate understanding that there are differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback to peers.
- **Standard 6.4.4** Demonstrate understanding of rules and etiquette for physical activities, games, and dance.
- **Standard 6.4.5** Use physical activity and fitness equipment appropriately and safely, with minimal teacher guidance.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 6.5.1** Describe how being physically active leads to a healthy body.
- **Standard 6.5.2** Identify why physical activity participation reduces stress and promotes positive social interaction.
- **Standard 6.5.3** Understand that personal challenges can be positive, and reaction can build personal satisfaction through acceptance of feedback, extending effort, and not being afraid to ask for help.
- **Standard 6.5.4** Describe how participation in a physical activity creates enjoyment.
- **Standard 6.5.5** Demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity.

Utah STATE OFFICE of Education

UTAH CORE STATE STANDARDS *for* SECONDARY PHYSICAL EDUCATION COURSES

ADA Compliant 12/12/2019

INTRODUCTION

The Physical Education Core for secondary students is a culmination of years spent developing interest and skill in a variety of physical activities. The goal of physical education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Research tells us that students who are physically active for 60 minutes a day have higher self-confidence and more active synapses in the brain, experience a decrease in chronic illnesses, and are less likely to be absent from school. Such students are ready for career and college success. Time given to physical activity in school must not only be incorporated, but of the highest quality. The Physical Education Core utilizes appropriate instructional practices to develop competence and confidence in a variety of lifetime activity and movement forms, including sports, dance, outdoor recreation, and physical fitness activities. The emphasis is on providing success and enjoyment for all students. Knowledge of the relationship between proper nutrition and a consistent fitness regimen is the common thread running through the core. Students develop life skills through cooperative and competitive activity participation, and learn the value of a physically active life.

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GRADE 6
MIDDLE SCHOOL

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Students in sixth grade are working on skill development, including locomotor and non-locomotor skills, mastering basic manipulative skills, and after practice engage in small group games or lead-up games. Competency progresses into manipulative skills such as catching, throwing, and dribbling with hands and feet. Students will apply skills in modified games. Instruction includes an introduction to training principles and activities that can enhance health-related fitness as students pursue personal fitness goals.

- **Standard G6.1.1** Throw with a mature pattern for distance or power (e.g., throw from outfield to home, or from second base to first base).
- **Standard G6.1.2** Catch with a mature pattern from a variety of trajectories using different equipment (e.g. softball, basketball, Frisbee, team handball).
- **Standard G6.1.3** Perform correct rhythm and pattern for dance (e.g., folk, social, creative, line, or original).
- **Standard G6.1.4** Create open space using pivots, fakes, and jab steps during a practice.
- **Standard G6.1.5** Dribble with dominant hand, changing speed and direction in practice.
- **Standard G6.1.6** Shoot using power in a dynamic setting to score a goal (e.g., basketball or soccer).
- **Standard G6.1.7** Serve underhand with control over a net (e.g., volleyball, badminton, pickleball).
- **Standard G6.1.8** Demonstrate the ready position for defense in a small game setting.
- **Standard G6.1.9** Demonstrate the mature forehand and backhand stoke using a short-handled implement in net games (e.g., paddle ball, pickleball, or short-handled tennis).
- **Standard G6.1.10** Demonstrate correct weight transfer for a striking pattern.
- **Standard G6.1.11** Perform a two-hand volley with control to a target in a variety of practice settings.
- **Standard G6.1.12** Execute a mature underhand pattern for target games succeeding 70% of the time (e.g., bowling, bocci, horseshoes).

- **Standard G6.1.13** Strike a stationary object with an implement (e.g., croquet, shuffleboard, golf).
- **Standard G6.1.14** Strike a pitched ball with force in a practice setting.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use tactics utilizing space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

- **Standard G6.2.1** Create open space by using locomotor skills (e.g., walking, running, jumping and landing) in combination with movement skills (e.g., varying pathways, changing speed, direction or pace).
- **Standard G6.2.2** Reduce open space on defense by making the body larger or reducing passing angles.
- **Standard G6.2.3** Reduce open space by denying the catch or allowing the catch, but not the return pass.
- **Standard G6.2.4** Demonstrate transition from offense to defense, or defense to offense through quick recovery.
- **Standard G6.2.5** Recognize open space and attempt to strike an object into that space.
- **Standard G6.2.6** Identify the correct defensive play based on the situation (e.g., number of outs in softball).
- **Standard G6.2.6** Change force application during a dance or gymnastic activity.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.

Students will identify the components of designing, monitoring, and evaluating physical fitness, understanding the importance of attention to minimal fitness needs and implementing essential components to maintaining a lifetime of fitness.

- **Standard G6.3.1** Describe how being physically active leads to a healthy body.
- **Standard G6.3.2** Participate in self-selected physical activity outside of physical education class.
- **Standard G6.3.3** Participate in a variety of aerobic fitness activities (e.g., cardio kick, step aerobics, aerobic dance).
- **Standard G6.3.4** Participate in a fitness program using technology outside of physical education class.

- **Standard G6.3.5** Research a variety of recreational activities or sports.
- **Standard G6.3.6** Identify the components of skill-related fitness.
- **Standard G6.3.7** Record levels of activity, including levels of intensity, for at least 60 minutes per day.
- **Standard G6.3.8** Apply and demonstrate correct techniques and methods of stretching.
- **Standard G6.3.9** Differentiate between aerobic and anaerobic capacity, and between muscle strength and endurance.
- **Standard G6.3.10** Describe the importance of warm-up and cool-down for activity.
- **Standard G6.3.11** Define resting heart rate (RHR) and how aerobic fitness relates to low or high fitness levels.
- **Standard G6.3.12** Identify major muscles used in selected physical activities.
- **Standard G6.3.13** Design and implement a personal program to remediate any area of weakness based on health-related fitness test.
- **Standard G6.3.14** Maintain a physical activity log for at least two weeks that reflects activity levels and results.
- **Standard G6.3.15** Identify foods and appropriate servings for personal needs and a healthy body.
- **Standard G6.3.16** List positive and negative results of stress and ways to deal with each.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor to ensure a safe and enjoyable experience.

- **Standard G6.4.1** Show personal responsibility by using appropriate etiquette, respecting facilities and exhibiting safe behavior.
- **Standard G6.4.2** Accept differences among peers with regard to physical development, maturity, and varying skill levels by giving positive feedback and encourages classmates.
- **Standard G6.4.3** Cooperate with small group during game play or team-building activities.
- **Standard G6.4.4** Identify rules for activities, games, and dance activities.

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- **Standard G6.4.5** Use activity equipment appropriately and safely under teacher guidance.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

- **Standard G6.5.1** Describe how being physically active leads to a healthy body.
- **Standard G6.5.2** Identify components of physical activities that reduce stress and provide social interaction.
- **Standard G6.5.3** Recognize challenges and respond in a positive way (e.g., ask for help, extend effort, or modify the task).
- **Standard G6.5.4** Describe how skill competency increases enjoyment in activity settings.
- **Standard G6.5.5** Identify how self-expression and physical activity are related.
- **Standard G6.5.6** Participate in games or activities in the spirit of the game.

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GRADE 7
BEGINNING TEAM SPORTS

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Students in grade seven develop a solid foundation in skills and competencies. They are still mastering basic manipulative skills, and are ready to engage in lead-up games and drills that provide a progression toward participation in regulation or advanced play. Students will apply skills in modified games, and may be introduced to regulation rules and game play. Instruction includes an introduction to training principles and activities that can enhance health-related fitness as students pursue personal fitness goals.

- **Standard G7.1.1** Demonstrate the correct technique for a variety of locomotor skills (e.g., sliding, galloping and hopping in small group activities).
- **Standard G7.1.2** Demonstrate the correct technique for non-locomotor skills (e.g., stretching, bending, twisting during small group activity or dance).
- **Standard G7.1.3** Perform manipulative skills while working with a partner (e.g., dribbling a basketball, kicking a soccer ball, passing a volleyball overhead).
- **Standard G7.1.4** Identify which aspects of weight transfer are common in a variety of skills (e.g., throwing, batting, kicking).
- **Standard G7.1.5** Identify which aspects of opposition and follow-through are common in a variety of skills (e.g., throwing, tennis serve, soccer kick, volleyball spike, basketball lay-up).
- **Standard G7.1.6** Identify aspects of body and target alignment that are common for a variety of skills.
- **Standard G7.1.7** Perform a variety of dances, such as square, fold, aerobic, modern, ballroom and line.
- **Standard G7.1.8** Perform a variety of tumbling and dance activities that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use tactics utilizing space, pathways, shapes, levels, speed, direction, force, and

strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

- **Standard G7.2.1** Link skills together (e.g., dribble and pass a basketball, receive and dribble a soccer ball, kick, receive a soccer pass, and kick a goal).
- **Standard G7.2.2** Perform skills in an increasingly complex environment (e.g., from dribbling to dribbling on the run, from throwing football from a stationary to a moving target, hitting a stationary hockey puck to hitting a moving puck).
- **Standard G7.2.3** Understand how moving to open space and gaining position can benefit performance in a variety of game situations.
- **Standard G7.2.4** Move to an open space to receive a pass while playing small group activities.
- **Standard G7.2.5** Cover a specific area of the court or field while playing small group activities.
- **Standard G7.2.6** Dribble, pass, and receive a ball while stationary.
- **Standard G7.2.7** Establish a ready position for skill performance (e.g., receiving a tennis serve or ground ball in softball).
- **Standard G7.2.8** Strike or throw a ball to a specific target.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.

Students will identify the components of designing, monitoring, and evaluating physical fitness. They will recognize and apply fitness concepts of personal activities to maintain a lifetime of fitness.

- **Standard G7.3.1** Assess own fitness level and create personal fitness goals (e.g., assessment of strength, muscular endurance, cardiovascular endurance, flexibility).
- **Standard G7.3.2** Create personal goals based on fitness assessment results.
- **Standard G7.3.3** Monitor progress toward personal fitness goals using a checklist or journal.
- **Standard G7.3.4** Explain the components and principles of health-related fitness.
- **Standard G7.3.5** Identify activities that participation in can improve each component in health-related fitness (e.g., strength, muscular endurance, cardiovascular endurance, flexibility).
- **Standard G7.3.6** Explain the importance of warm-up and cool-down during exercise.

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- **Standard G7.3.7** Explore a variety of new physical activities during physical education class that encourage personal interest outside of class.
- **Standard G7.3.8** Investigate the concept of energy balance as it relates to nutrition and exercise.
- **Standard G7.3.9** Identify poor food choices and healthy food alternatives.
- **Standard G7.3.10** Demonstrate proper posture while standing, sitting, and lifting.
- **Standard G7.3.11** Identify opposing muscle groups and how they relate to training.
- **Standard G7.3.12** Use technology to monitor and improve physical activity and wellness.
- **Standard G7.3.13** Evaluate technological resources as related to development of fitness and exercise programs. (e.g., heart rate monitors, pedometers, computer software and Internet resources).

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor in ensuring a safe and enjoyable experience.

- **Standard G7.4.1** Demonstrate an understanding of different skill levels among peers in physical activity settings.
- **Standard G7.4.2** Recognize the role of games, sports, and dance in getting to know and respect others of various cultural backgrounds.
- **Standard G7.4.3** Consider various strategies for resolving personal conflict with sensitivity to the rights and feeling of others.
- **Standard G7.4.4** Understand and apply inclusive rules to include less skilled players. Identify exclusionary behavior that purposely omits students from being included.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

- **Standard G7.5.1** Identify the activities that bring personal enjoyment.
- **Standard G7.5.2** Celebrate the successes and achievements of self and others.

- **Standard G7.5.3** Identify the feelings resulting from meeting challenges.
- **Standard G7.5.4** Explain how physical activity can provide enjoyable social interaction.
- **Standard G7.5.5** Explain the social benefits that result from team and dual sport participation
- **Standard G7.5.6** Differentiate between appropriate and inappropriate risks.
- **Standard G7.5.7** Create a plan to include activity beyond school years.

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GRADE 8

INTERMEDIATE TEAM SPORTS

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Students in grade eight will continue to participate in a variety of instructional physical activities. Experiences increase complexity in content, concept and skill development for a broad spectrum of activities. Students continue to practice skills in modified games, but increasingly participate in activities that are regulation games with more complex playing environments. This class incorporates more in-depth instruction training principles that can enhance health-related fitness as students progress in achieving personal fitness goals.

- **Standard G8.1.1** Demonstrate competency in a variety of movement forms and proficiency in some movement forms.
- **Standard G8.1.2** Apply manipulative skills in a variety of individual, dual, and team sport-specific activities.
- **Standard G8.1.3** Demonstrate weight transfer that is common for a variety of skills (e.g., throwing, batting, and kicking).
- **Standard G8.1.4** Perform manipulative skills while working individually (e.g., throw, kick, and strike a variety of objects, demonstrating both accuracy and force).
- **Standard G8.1.5** Combine manipulative skills while working with a partner or within a small group (e.g., hit a ball and run to base, dribble and shoot a basketball while being guarded, catch and throw a Frisbee).
- **Standard G8.1.6** Demonstrate body and target alignment that are common for a variety of skills (e.g., receiving a serve, catching a ball, catching a Frisbee).
- **Standard G8.1.7** Demonstrate how opposition and follow-through are common for a variety of skills (e.g., throwing, tennis serve, soccer kick, volleyball spike, basketball lay-up).
- **Standard G8.1.8** Use correct technique in a variety of lead-up games.
- **Standard G8.1.9** Create and perform a variety of dances such as square, folk, aerobic, modern, ballroom, line, and cultural.
- **Standard G8.1.10** Create and perform a variety of activities that combine traveling, rolling, balancing, and weight transfer into a smooth-flowing sequence.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use tactics utilizing space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

- **Standard G8.2.1** Demonstrate through participation, ways to link and transfer basic manipulative skills and concepts to specialized sports' skills.
- **Standard G8.2.2** Identify and demonstrate similarities and differences between motor skills (e.g., the badminton smash and volleyball spike, drop kick in soccer and punt in football).
- **Standard G82.3** List goals and monitor changes in the development of movement skills to improve performance.
- **Standard G8.2.4** In a game situation, move to open spaces to receive a pass while playing traditional or non-traditional sports or activities.
- **Standard G8.2.5** Cover a specific area of the court or field while playing traditional or non-traditional sports or activities.
- **Standard G8.2.6** Establish a ready position in preparation for skill performance (e.g., receiving a volleyball serve or ground ball in softball or lacrosse).
- **Standard G8.2.7** Strike or throw a ball to a specific target.
- **Standard G8.2.8** Throw and catch a Frisbee while running.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will identify the components of designing, monitoring, and evaluating physical fitness, understanding the importance of attention to minimal fitness needs and implementing essential components to maintaining a lifetime of fitness.

- **Standard G8.3.1** Assess personal level of fitness and maintain a basic exercise plan, including all components of health related fitness (e.g., assessment of strength, muscular endurance, cardiovascular endurance, flexibility).
- **Standard G8.3.2** Design and implement a personal exercise plan based on fitness assessment results.
- **Standard G8.3.3** Monitor progress by utilizing advanced techniques, including computer programs.
- **Standard G8.3.4** Change activities or alter game rules to enhance fitness benefits (e.g., eliminate time-outs, play soccer instead of volleyball to meet cardiovascular goals).

- **Standard G8.3.5** Explore a variety of nontraditional physical activities for personal interest inside and outside of class (e.g., orienteering, field hockey, hiking).
- **Standard G8.3.6** Define the components of health related fitness, describe application of the components, and create activities that are appropriate for improvement for each component.
- **Standard G8.3.7** Describe the relationship between physical activity and food intake.
- **Standard G8.3.8** Discuss the concept of energy balance.
- **Standard G8.3.9** Complete a two-day diet and activity log. Using log information, identify poor food choices and healthy alternatives.
- **Standard G8.3.10** Describe a diet for optimal physical performance.
- **Standard G8.3.11** Demonstrate proper posture while performing selected activities and exercises.
- **Standard G8.3.12** Identify exercises that contribute to trunk stabilization and the importance of equal strength in opposing muscle groups.
- **Standard G8.3.13** Examine, monitor, and improve execution of motor skills using technological resources.
- **Standard G8.3.13** Using technology, provide skill feedback and analysis of movement (e.g., comparing the speed of approach and body position in the long jump, rotation of the trunk, and angle of release of the shot put).

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor to ensure a safe and enjoyable experience.

- **Standard G8.4.1** Demonstrate the ability to make responsible choices in activity settings.
- **Standard G8.4.2** Demonstrate while participating compliance with activity rules and procedures.
- **Standard G8.4.3** Practice safe behaviors relative to others.
- **Standard G8.4.4** Strive to keep the importance of winning and losing in perspective.
- **Standard G8.4.5** Accept and consider constructive criticism or feedback for teacher and peers.
- **Standard G8.4.6** Demonstrate the ability to work and support others with both teammates and opponents.

- **Standard G8.4.7** Develop a democratic plan to solve problems or make decisions in physical activity.
- **Standard G8.4.8** Seek out, participate with, and show respect for persons of like and different genders, abilities, skills, and cultures.
- **Standard G8.4.9** Value the role of games, sports, and dance in getting to know and respect others of various cultural backgrounds.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

- **Standard G8.5.1** Recognize that physical activity provides opportunities for enjoyment.
- **Standard G8.5.2** Celebrate the successes and achievements of self and others.
- **Standard G8.5.3** Recognize that physical activity provides opportunities for challenge.
- **Standard G8.5.4** Develop personal strategies for overcoming fear of participating in new activities.
- **Standard G8.5.5** Recognize that physical activity provides opportunities for self-expression.
- **Standard G8.5.6** Use creative means to express the aesthetic and creative aspects of performance (e.g., collages, poems, posters, slide show, video, song, and dance).
- **Standard G8.5.7** Participate in physical activities that provide enjoyable social interaction.
- **Standard G8.5.8** Describe the social benefits that result from team and individual sport participation.
- **Standard G8.5.9** Demonstrate group problem solving abilities.

PARTICIPATION SKILLS AND TECHNIQUES

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

- **Standard PST.1.1** Participate in and/or refine activity-specific movement skills in five or more lifetime activities (e.g., outdoor pursuits, individual performance activities, non-traditional, aquatics, net/wall games, or target games) and/or in dance forms (e.g., cultural and social occasions, ballet, modern, hip-hop, tap).
- **Standard PST.1.2** Demonstrate individual competency through testing and participation in five or more lifetime activities and/or in dance forms used in cultural and social occasions.
- **Standard PST.1.3** Participate in aerobic and anaerobic activities that will promote health-related fitness.
- **Standard PST.1.4** Demonstrate individual competency in one or more aerobic and anaerobic skills that promote health-related fitness.
- **Standard PST.1.5** Employ offensive maneuvers to receive a pass in a game setting.
- **Standard PST.1.6** Accomplish efficient defensive understanding in a game situation by denying passing zones, or deflecting ball.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

- **Standard PST.2.1** Demonstrate appropriate use of terminology associated with exercise and participation in selected individual-performance activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits).
- **Standard PST.2.2** Organize the stages of learning a motor skill or identify examples of social and technical dance forms.

- **Standard PST.2.3** Identify skill-specific cues for a variety of physical activities.
- **Standard PST.2.4** Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill or dance movement.
- **Standard PST.2.5** Participate in a number of individual and team activities, demonstrating strategies and rules.
- **Standard PST.2.6** Identify safeguards regarding warming up and cooling down, hydration, and potentially hazardous exercises.
- **Standard PST.2.7** Observe and improve movement skills, using videography and digital photography to provide feedback and self-analysis.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

- **Standard PST.3.1** Discuss the benefits of a physically active lifestyle as it relates to college/career readiness.
- **Standard PST.3.2** Determine risks associated with exercising in heat, humidity, and cold.
- **Standard PST.3.3** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.
- **Standard PST.3.4** Balance the rate of exertion and pacing.
- **Standard PST.3.5** Create and maintain a journal of participation in outside self-selected activities, including duration, intensity, anticipated results, and final analysis.
- **Standard PST.3.6** Analyze and compare health and fitness benefits derived from a variety of activities.
- **Standard PST.3.7** Participate in visualization techniques to improve performance.
- **Standard PST.3.8** Correlate how physical activity affects body mass composition, including muscle and fat percentages and bone density.
- **Standard PST.3.9** Describe the elements of physical fitness and self-assess personal level.
- **Standard PST.3.10** Calculate target heart rate and apply information to a personal activity plan.
- **Standard PST.3.11** Adjust intensity levels of various activities through monitoring pulse rates manually, or by using heart-rate monitors or pulse sticks.

- **Standard PST.3.12** Review frequency, intensity, time, and type (FITT) guidelines as they apply to the development of physical fitness.
- **Standard PST.3.13** Evaluate levels of activity, and make adjustments to increase fitness benefits by increasing pace and adding time and/or repetitions.
- **Standard PST.3.14** Describe how both proper nutrition and exercise are necessary for a lifelong healthy lifestyle, and the consequences of poor nutrition and inactivity.
- **Standard PST.3.15** Create and implement a behavior modification plan that includes a healthy, active lifestyle.
- **Standard PST.3.20** Participate in activities that are personally rewarding and stress reducing.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

- **Standard PST.4.1** Employ effective self-management skills and personal characteristics to analyze barriers and modify physical activity patterns appropriately.
- **Standard PST.4.2** Identify risks and safety factors that might affect activity preferences throughout the life cycle.
- **Standard PST.4.3** Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.
- **Standard PST.4.4** Assume a positive supportive role (e.g., spotter, providing feedback, analyzing technique, partnering, etc.).
- **Standard PST.4.5** Use communication skills and strategies that promote team/group dynamics.
- **Standard PST.4.6** Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).
- **Standard PST.4.7** Solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.
- **Standard PST.4.8** Walk away willingly to avoid verbal or physical confrontation in activity settings.
- **Standard PST.4.9** Demonstrate an understanding of how listening to all sides before taking action in solving conflict results in a more positive outcome.
- **Standard PST.4.10** Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

- **Standard PST.5.1** Analyze the mental, social, and psychological health benefits of a self-selected physical activity.
- **Standard PST.5.2** Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- **Standard PST.5.3** Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.
- **Standard PST.5.4** Identify the opportunity for social support in a self-selected physical activity or dance.
- **Standard PST.5.5** Research sports and activities of other cultures.

FITNESS FOR LIFE

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

- **Standard FFL1.1** Participate in two or more specialized lifetime activities that promote health-related fitness.
- **Standard FFL.1.2** Demonstrate competency in two or more specialized lifetime activities that promote health-related fitness.
- **Standard FFL.1.3** Participate in activities that promote health-related fitness.
- **Standard FFL.1.4** Demonstrate competency in two or more specialized activities that promote health-related fitness.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

- **Standard FFL.2.1** Apply the terminology associated with exercise in selected fitness activities.
- **Standard FFL.2.2** Create a practice plan to improve performance in fitness activities.
- **Standard FFL.2.3** Identify concepts regarding the structure and function of the human body and unsafe exercises.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

- **Standard FFL.3.1** Discuss the benefits of a physically active lifestyle as it relates to college/career productivity.
- **Standard FFL.3.2** Analyze and apply technology and social media as tools to support a healthy, active lifestyle.
- **Standard FFL.3.3** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

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- **Standard FFL.3.4** Apply rates of perceived exertion and pacing to assess and track activity readiness.
- **Standard FFL.3.5** List and evaluate activities that develop specific elements of physical fitness.
- **Standard FFL.3.6** Identify challenges and risk factors that change with the aging process.
- **Standard FFL.3.7** Demonstrate appropriate technique in resistance training (e.g., machines and/or free weights).
- **Standard FFL.3.8** Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide functional fitness benefits.
- **Standard FFL.3.9** Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active lifestyle.
- **Standard FFL.3.10** Identify the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic).
- **Standard FFL.3.11** Identify the structure of skeletal muscle and fiber types as they relate to muscle development.
- **Standard FFL.3.12** Adjust pacing to keep heart rate in the target zone using available technology to self-monitor aerobic intensity (e.g., pedometer, heart rate monitor).
- **Standard FFL.3.13** Explain concepts of cardiovascular endurance, including maximum volume of oxygen uptake (i.e., VO2 Max), respiratory rate, cardiac output, stroke volume, and heart rate.
- **Standard FFL.3.14** Explain the principles of active vs. passive recovery and injury prevention and rehabilitation.
- **Standard FFL.3.15** Identify types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric, intervals, circuits) and stretching exercises (e.g., static, PNF, dynamic, ballistic) and overload principle and work/rest ratio for personal fitness development (e.g., strength, endurance, range of motion).
- **Standard FFL.3.16** Explain the concepts related to muscular endurance (e.g., repetitions, resistance, sport specificity, overload principle).
- **Standard FFL.3.17** Explain the concepts related to body composition (e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition).

- **Standard FFL.3.18** Describe how health-related fitness is a lifelong process unique to each individual.
- **Standard FFL.3.19** Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.
- **Standard FFL.3.20** Identify personal and family history for known health-risk factors, such as age, gender, body composition, heart rate, coronary heart disease, cancer, diabetes, cholesterol, blood pressure, and daily stress situations.
- **Standard FFL.3.21** Compare aerobic and anaerobic activities, showing examples of each.
- **Standard FFL.3.22** Define overload, progression, specificity, and reversibility.
- **Standard FFL.3.23** Explain the role of nutrition in overall health and fitness.
- **Standard FFL.3.24** Relate physiological responses to individual levels of fitness and nutritional balance.
- **Standard FFL.3.25** Investigate the relationships among physical activity, nutrition, and body composition.
- **Standard FFL.3.26** Explain the consequences of eating disorders at either end of the spectrum.
- **Standard FFL.3.27** Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
- **Standard FFL.3.28** Use technology to develop and maintain a fitness portfolio (e.g., pre and post assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
- **Standard FFL.3.29** Use technology to design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- **Standard FFL.3.30** Use technology to track progress in fitness programs and to perform a nutritional analysis.
- **Standard FFL.3.31** Calculate blood pressure using digital monitors.
- **Standard FFL.3.32** 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.
- **Standard FFL.3.33** Review frequency, intensity, time, and type (FITT) guidelines to evaluate activities.
- **Standard FFL.3.35** Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation).

- **Standard FFL.3.32** Describe how exercise increases longevity and quality of life through stress reduction.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

- **Standard FFL.4.1** Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
- **Standard FFL.4.2** Compare the effects and/or dangers of weight loss and gain on body composition and personal health.
- **Standard FFL.4.3** Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.
- **Standard FFL.4.4** Identify the benefits and dangers of various dietary supplements, such as vitamins, minerals, herbs, power drinks, steroids, performance-enhancing drugs, and substance abuse.
- **Standard FFL.4.5** Utilize time effectively to set personal goals, practice, and complete assigned tasks.
- **Standard FFL.4.6** Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance.
- **Standard FFL.4.7** Demonstrate safety precautions in training (e.g., over-training, altitude, pollution, and temperature extremes).
- **Standard FFL.4.8** Evaluate risks and safety factors that might affect fitness activity preferences throughout the life cycle.
- **Standard FFL.4.9** Identify appropriate risks and safety factors in the selection of fitness activities.
- **Standard FFL.4.10** Exhibit proper etiquette, respect for others, and teamwork while engaging in fitness activities.
- **Standard FFL.4.11** Assume a supportive role (e. g., spotter, providing feedback, analyzing technique, and partnering).
- **Standard FFL.4.12** Explain the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.
- **Standard FFL.4.13** Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).
- **Standard FFL.4.14** Accept others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

- **Standard FFL.4.15** Walk away willingly to avoid verbal or physical confrontation in activity settings.
- **Standard FFL.4.16** Listen to all sides before taking action in solving conflict.
- **Standard FFL.4.17** Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

- **Standard FFL.5.1** Analyze the mental, social, and psychological health benefits of a self-selected physical activity.
- **Standard FFL.5.2** Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- **Standard FFL.5.3** Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.
- **Standard FFL.5.4** Identify the opportunity for social support in a self-selected physical activity or dance.
- **Standard FFL.5.5** Research sports and activities of other cultures.

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INDIVIDUAL LIFETIME ACTIVITIES

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

- **Standard ILA.1.1** Participate in and refine skills in activity-specific movements, through various means such as rubrics, self and peer assessment, video and computer analyses, and teacher feedback, in (1) up to three lifetime activities (e.g., outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games), and/or (2) a form of dance.
- **Standard ILA.1.2** Demonstrate proficiency in three or more lifetime activities and/or in a form of dance by choreographing a dance or by giving a performance.
- **Standard ILA.1.3** Participate in specialized skills that will promote health-related fitness.
- **Standard ILA.1.4** Demonstrate proficiency in one or more specialized skills that will promote health-related fitness.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

- **Standard ILA.2.1** Apply the terminology associated with exercise and participation in selected lifetime activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately).
- **Standard ILA.2.2** Identify the stages of learning a motor skill.
- **Standard ILA.2.3** State skill-specific cues for a variety of physical activities.
- **Standard ILA.2.4** Describe the speed/accuracy trade-off in throwing and striking skills.
- **Standard ILA.2.5** Create a practice plan to improve performance for a self-selected skill or dance form.
- **Standard ILA.2.6** Participate in a number of individual activities demonstrating advanced strategies and rules.

- **Standard ILA.2.7** Identify concepts regarding the influence of individual differences in activity settings.
- **Standard ILA.2.8** Identify concepts regarding the influence of individual differences in unsafe activities.
- **Standard ILA.2.9** Identify and discuss the historical and cultural roles of games, sports, and dance in society.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

- **Standard ILA.3.1** Discuss the benefits of a physically active lifestyle as it relates to college/career productivity.
- **Standard ILA.3.2** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
- **Standard ILA.3.3** Use measures (e.g., rates of perceived exertion, pacing, heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and/or pedometers) to assess and track activity readiness.
- **Standard ILA.3.4** Evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.
- **Standard ILA.3.5** Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.
- **Standard ILA.3.6** Explain the effects of age on activity performance and choice in a lifelong fitness and activity plan.
- **Standard ILA.3.7** Identify visualization techniques used to improve performance.
- **Standard ILA.3.8** Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.
- **Standard ILA.3.9** Create a plan involving training for and participating in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).
- **Standard ILA.3.10** Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active life-style.
- **Standard ILA.3.11** Calculate target heart rate and apply HR information to a personal activity plan.

- **Standard ILA.3.12** Describe how physical activity influences health-related fitness and is a lifelong process unique to each individual.
- **Standard ILA.3.13** Identify physiological concepts as they relate to specific aerobic and anaerobic activities.
- **Standard ILA.3.14** List the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice.
- **Standard ILA.3.15** Explain the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease.
- **Standard ILA.3.16** Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
- **Standard ILA.3.17** Create a menu plan reflecting sound nutritional concepts that support self-selected physical activities.
- **Standard ILA.3.18** Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation).
- **Standard ILA.3.19** Describe how physical activity increases longevity and quality of life through stress reduction.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

- **Standard ILA.4.1** Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
- **Standard ILA.4.2** Act independently of peer pressure in developing healthy choices in physical activity settings.
- **Standard ILA.4.3** Utilize time effectively to include setting personal goals, practicing, completing assigned tasks, and including activity time.
- **Standard ILA.4.4** Use readily available resources and materials to engage in home fitness activities.
- **Standard ILA.4.5** Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance.
- **Standard ILA.4.6** Identify and evaluate risks and safety factors that might affect activity preferences throughout the life cycle.
- **Standard ILA.4.7** Examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).

- **Standard ILA.4.8** Assume a leadership role (e.g., task or group leader, referee, coach) in a cooperative, adventure-based and/or physical activity setting.
- **Standard ILA.4.9** Self-officiate in recreational sports.
- **Standard ILA.4.10** Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).
- **Standard ILA.4.11** Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- **Standard ILA.4.12** Walk away willingly to avoid verbal or physical confrontation in activity settings.
- **Standard ILA.4.13** Listen to all sides before taking action in solving conflict.
- **Standard ILA.4.14** Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

- **Standard ILA.5.1** Analyze the mental, social, and psychological health benefits of a self-selected physical activity.
- **Standard ILA.5.2** Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- **Standard ILA.5.3** Identify the uniqueness of physical activity or creative dance as a means of self-expression.
- **Standard ILA.5.4** Participate in lifetime activities that are personally relevant.
- **Standard ILA.5.5** Evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance.
- **Standard ILA.5.6** Report on the historical roles and values of games, sports, and self-selected activities or dance in different cultures.

GLOSSARY

Adapted physical education: Physical education designed specifically to meet the goals and objectives of students with special needs (e.g., motor, mental, sensor, emotional disabilities).

Aerobic activity: Rhythmic, steady exercise that requires more oxygen than sedentary behavior and promotes a healthy heart, lungs, and circulatory system. Examples of aerobic activities include jumping rope, cycling, long-distance swimming or running, and soccer.

Agility: The ability to change the position of the entire body in space quickly and accurately.

Anaerobic activity: Exercises of short duration, using explosive strength, that deplete the energy sources of the body in the absence of oxygen. Examples of anaerobic activities are sprinting and other speed activities, weightlifting, and shot-putting.

Assessment: Using a number of different measures and observations to evaluate a student's performance, knowledge or achievement.

Balance: Maintaining the equilibrium of the body either with or without movement.

Body awareness: Being aware of body shape, parts of the body, and the support and transfer of body weight.

Body composition: A health-related component of physical fitness that relates to the percentage of fat and lean tissue in the body. One of the five components of health-related fitness.

Caloric content: The amount of energy supplied by food.

Calories in/ calories out: Balance of daily calories consumed with the daily calories burned through activity.

Carbohydrates: Energy-rich substances found in foods like bread, potatoes, pasta, etc.

Cardiovascular endurance: A physical fitness component that relates to the heart, lungs, and circulatory system as they supply oxygen to the body during sustained physical activity.

Center of gravity: The point about which the body's weight is evenly distributed in any position.

Circuit training: Exercise program similar to an obstacle course, in which a person goes from station to station, doing a different exercise at each station.

Cool-down: Activity at the end of a workout that brings the mind and body back to a relaxed state. It helps in eliminating by-products of exercise, such as lactic acid, and helps to reduce injury.

Coordination: The ability to control and put together movements by different parts of the body to perform movement skills smoothly and accurately.

Dairy: Food group consisting of all fluid milk products and many foods made from milk.

Developmentally appropriate: Teaching and learning that meet the needs of students as their abilities change with age, experience, and maturity.

Duration: Amount of time spent in a physical activity.

Efficiency of movement: The quality of performance of a skill with minimal use of time and energy.

Elements: Basic part of movement.

Endurance: Stamina; the ability to exercise for long periods of time to develop cardiovascular and muscular endurance.

Fair play (sportsmanship): Participating with integrity and respect for teammates, opponents, officials, and rules.

Fats: Energy-rich substances such as butter and oils.

Fine motor coordination: Movement coordination utilizing small groups of muscles in delicate, precise movements (e.g., writing, tying shoelaces, wrist action in table tennis).

FITT: A fitness principle that involves frequency, intensity, time, and type of exercise.

1. Frequency: How often a person performs the target health-related physical activity.
2. Intensity: How hard a person exercises during a physical activity period.

3. Time: How long an activity should be performed (duration).
4. Type: What kind of activity a person chooses to perform in each area of health-related fitness.

Flexibility: The range of motion available at a given joint of the body; one of five components of health-related fitness.

Form: Method of performing movement activities according to recognized standards of technique.

Frequency: The number of exercise sessions during a specific time.

Fundamental motor (movement) skills: Basic movement patterns usually involving large muscle groups, enabling such skills as walking, running, hopping, skipping, jumping, leaping, and galloping, as well as throwing, passing, kicking, dribbling, and catching.

General space: Area of space outside the normal reach of the body.

Grains: Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain product.

Gross motor (movement) coordination: Skills involving large muscle groups (e.g., throwing a baseball, kicking a soccer ball, serving a volleyball).

Health-related fitness: Improving overall health and well-being through attention to cardiovascular endurance, muscular strength and endurance, flexibility, body composition, and proper nutrition.

Heart rate: The number of heartbeats in a minute.

Intensity: Energy expended to perform activities at various levels of proficiency.

Lead-up games: Games that develop basic skills and competencies related to sports and activities.

Lifestyle activities: Activities that a person carries out in the course of daily life and that can contribute to sizeable energy expenditures.

Locomotor (movement) skills: Skills used to move the body from one place to another. Basic locomotor steps include walking, running, hopping, jumping, leaping, skipping, sliding, and galloping.

Lummi sticks: Small sticks (wands) used to work on rhythmic tapping, flipping, and catching.

Manipulative skills: Skills developed to assist a person in throwing, catching, or redirecting the flight of a ball or other object.

Mature: Movement that occurs in conjunction with an object (i.e., dribbling a basketball, volleying a volleyball)

Maximum heart rate: Highest heart rate attainable when exercising in an all-out effort to the point of exhaustion (general formula: 220–age).

Moderate physical activity: Sustained, repetitive, large-muscle activities (e.g., walking, running, cycling) done at less than 60 percent of maximum heart range for age. The maximum heart rate is 220 beats per minute minus the participant's age.

Motor skill: The learned ability to perform a physical activity efficiently, successfully, and consistently.

Movement pattern: An organized series of related movements.

Muscular endurance: The ability of the muscles to perform without fatigue for an extended period of time. One of the five components of health-related fitness.

Muscular strength: The amount of force that is produced by muscles contracting, as measured by one maximum attempt in an activity. One of the five components of health-related fitness.

MyPlate: A tool to find your healthy eating style and build it throughout your lifetime.

Non-locomotor skill: Stationary skill that does not produce displacement of the body (e.g., bending, holding, lifting, pulling, pushing, stretching, twisting, turning).

Non-manipulative: Skill not involving throwing, striking, or catching and receiving an object.

Nutrient: A basic component of food that nourishes the body.

Oil: Fat that is liquid at room temperature.

Opposition: When throwing a ball, stepping with the foot opposite the throwing hand.

Pathways: Patterns of travel while performing movement activities (e.g., straight, curved, zigzag).

Personal space: Space immediately surrounding a child that is carried with the child as he/she moves through general space during an activity.

Physical activity: Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction and increases energy expenditure. These activities can require light, moderate, or vigorous effort and can lead to improved health if they are practiced regularly. Children need 60 minutes or more a day of moderate to vigorous physical activity (MVPA) a day.

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

Physical education: A planned, sequential curriculum of strategies to help students develop and maintain a healthy lifestyle. It includes cognitive and physical aspects of sport and activity, goal setting, proper nutrition, and formal assessment.

Physical fitness: The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies.

Proficiency: The mastery of a specific skill.

Progression: Starting an exercise slowly and gradually increasing the intensity and duration.

Proteins: Substances that build and repair the body, especially muscle tissue. Protein-rich foods include meat, eggs, cheese, nuts, soybeans, etc.

Pulse: The rhythmic beat of the blood pumped by the heart through the arteries that can be felt on the wrist and at the side of the neck.

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

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Repetitions: The number of times an exercise is repeated.

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

Resting heart rate: The heart rate at rest, generally 60–80 beats/minute.

Rhythmic movement: Use of hands, feet, drums, recorded and/or segments of music of various tempos.

Rubric: A set of scoring guidelines for assessing student skills and knowledge.

Self-space: Space that the body or its parts can reach without leaving a starting position.

Sequential: Orderly movement from one pattern to the next.

Skill-related fitness: Skills that will enhance one's performance in athletic or sports events. There are six components of skill-related fitness: agility, balance, coordination, speed, power, and reaction time.

Spatial awareness: Perception of the body as it moves in relation to the physical environment and fellow participants; includes general and self-space, directions, pathways, levels, and extensions.

Speed: The distance covered in a certain period of time.

Strength: The ability of muscle or muscle groups to exert force. One of the five components of health-related fitness.

Target heart rate: Maintaining an exercise rate between 60 and 80 percent of the maximum heart rate.

Technology: Any electronic device used during physical activity, such as heart-rate monitors, pulse monitors, pedometers, calorie counters, stopwatches, video cameras, DVDs, and apps.

Tinikling: A rhythmic activity that involves various rhythmic movements inside and outside of two eight-foot poles.

Vigorous physical activity: Sustained and repetitive large-muscle movements (e.g., running, swimming, playing soccer) done at 60 percent or more of the maximum heart rate for one's age. (The maximum heart rate is 220 beats per minute minus the participant's age.) Vigorous activity is characterized by sweating and breathing hard.

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Warm-up: Activity that involves a gradual increase in the heart and breathing rates, and a slight rise in body temperature, and that prepares the mind and body for activity.

Wellness: Includes five parts or dimensions: physical/body, emotional, social, intellectual, and environmental.

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