

Voluntary State Curriculum – Physical Education

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Exercise Physiology</p> <p>1. Explain and demonstrate the effects of physical activity on the body systems.</p> <p>a. Identify and demonstrate how the components of the cardiovascular system respond to exercise.</p> <p>2. Adapt components of the Frequency, Intensity, Type, and Time (FIT) principle to adjust levels of physical activity.</p> <p>a. Identify and demonstrate the FIT components: frequency, type, and time through physical activity.</p> <p>3. Recognize and identify the components necessary to design a fitness plan.</p> <p>a. Identify and participate in activities to enhance the health related fitness components: <i>aerobic capacity/cardio respiratory</i> endurance, muscular endurance, muscular strength and flexibility.</p>	<p>A. Exercise Physiology</p> <p>1. Analyze and demonstrate the effects of physical activity on the body systems.</p> <p>a. Identify and demonstrate how the components of the circulatory, muscular, and, respiratory systems respond to exercise.</p> <p>b. Compare and demonstrate two activities and their affect on the body.</p> <p>2. Adapt components of the Frequency, Intensity, Type, and Time (FIT) principle to adjust levels of physical activity.</p> <p>a. Identify and demonstrate the FIT components: frequency, intensity, type, and time through physical activity.</p> <p>3. Recognize and identify the components necessary to design a fitness plan.</p> <p>a. List and demonstrate the health related fitness components: <i>aerobic capacity/cardio respiratory</i> endurance, muscular endurance, muscular strength and flexibility.</p>	<p>A. Exercise Physiology</p> <p>1. Analyze and demonstrate the effect of physical activity on the body systems.</p> <p>a. Identify and demonstrate how the muscular, skeletal, nervous, respiratory and circulatory systems respond to exercise.</p> <p>b. Compare and demonstrate how your body responds before, during, and after physical activity.</p> <p>2. Analyze and adapt components of the Frequency, Intensity, Type, and Time (FIT) principle to adjust levels of physical activity.</p> <p>a. Design a fitness plan using the FIT principles .</p> <p>b. Compare and demonstrate components of fitness plan with peers.</p> <p>3. Recognize and identify the components necessary to design a fitness plan.</p> <p>a. Identify and assess activities that enhance the <i>health related fitness components: aerobic capacity/cardio respiratory</i> endurance, muscular endurance, muscular strength and flexibility.</p>	<p>A. Exercise Physiology</p> <p>1. Analyze the effects of physical activity on the body systems.</p> <p>a. Explain, discuss, and demonstrate how the muscular, skeletal, nervous, and circulatory systems responds to exercise.</p> <p>2. Analyze and adapt components of the Frequency, Intensity, Type, and Time (FIT) principle to adjust levels of physical activity.</p> <p>a. Select the components of the <i>FIT Principle</i> to analyze their impact on improving personal fitness.</p> <p>3. Analyze and manipulate the components necessary to design a fitness plan.</p> <p>a. Identify and perform activities to maintain or improve the specific health related fitness components: <i>aerobic capacity/cardio respiratory</i> endurance, muscular endurance, muscular strength and flexibility.</p>	<p>A. Exercise Physiology</p> <p>1. Analyze the effects of physical activity on the body systems.</p> <p>a. Identify and demonstrate the training principles of overload, progression, and specificity.</p> <p>b. Explain, discuss, and demonstrate how the muscular, skeletal, and nervous systems respond and adapt to the <i>specificity principle</i>.</p> <p>2. Analyze and adapt components of the Frequency, Intensity, Type, and Time (FIT) principle to adjust levels of physical activity.</p> <p>a. Conduct a self- assessment which includes elements of the <i>FIT Principle</i>.</p> <p>b. Set goals based on assessment results.</p> <p>3. Analyze the components necessary to design a fitness plan.</p> <p>a. Compare and contrast activities that improve or maintain specific <i>health related fitness components</i>, through physical activity.</p>	<p>A. Exercise Physiology</p> <p>1. Analyze the effects of physical activity on the body systems.</p> <p>a. Explain and discuss how the muscular, skeletal, and nervous systems respond and adapt to the concept of <i>progression</i> and the <i>overload principle</i>.</p> <p>2. Analyze and adapt components of the Frequency, Intensity, Type, and Time (FIT) principle to adjust levels of physical activity.</p> <p>a. Establish individual fitness goals that reflect the importance of maintaining a healthy level of fitness.</p> <p>b. Design, implement, assess, and refine a personal fitness plan based on the FIT principle.</p> <p>3. Analyze the components necessary to design a fitness plan.</p> <p>a. Justify the selection of activities that improve or maintain <i>health and skill related fitness</i>.</p>

1.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Investigate the benefits of physical activity. a. Identify the physical benefits that can be developed through physical activity.</p> <p>5. Analyze the relationship between nutrition and physical activity through movement experiences. a. Describe how balancing food intake will affect physical activity: energy intake vs energy expenditure.</p> <p>6. Examine the factors influencing exercise adherence. a. Identify the factors that promote or limit physical activity for elementary school students such as peers, parents/family, equipment, facilities, motivation, recreational opportunities, and financial limitations.</p>	<p>4. Investigate the benefits of physical activity. a. Identify the emotional benefits developed through physical activity.</p> <p>5. Analyze the relationship between nutrition and physical activity through movement experiences. a. Distinguish between various types of physical activity and their affect on caloric expenditure.</p> <p>6. Examine the factors influencing exercise adherence. a. Develop strategies to address the factors that promote or limit physical activity for the elementary school students.</p>	<p>4. Investigate the benefits of physical activity. a. Identify and participate in physical activities that enhance academic performance.</p> <p>5. Analyze the relationship between nutrition and physical activity through movement experiences. a. Examine the relationship between caloric expenditure and caloric intake in relationship to body composition.</p> <ul style="list-style-type: none"> • Maintain weight • Modify weight <p>6. Examine the factors influencing exercise adherence. a. Prioritize and examine personal factors that promote or limit individual physical activity.</p>	<p>4. Investigate the benefits of physical activity. a. Identify while participating in activity the physical, emotional, and cognitive benefits resulting from physical activity.</p> <p>5. Analyze the relationship between nutrition and physical activity. a. Examine the importance of hydration based on level of physical activity. b. Explore various types of hydration such as water, sports drink, juice, soda, milk, tea, and coffee. c. Discuss the effects of caffeinated versus non-caffeinated beverages on physical activity.</p> <p>6. Examine the factors influencing exercise adherence. a. Identify factors that promote physical activity. b. Identify factors that limit physical activity.</p> <p>7. Investigate the impact of media perceptions on physical activity. a. Describe how media influences physical activity.</p>	<p>4. Investigate the benefits of physical activity. a. Examine while participating in activity the personal benefits derived from physical activity.</p> <p>5. Analyze the relationship between nutrition and physical activity. a. Explain current nutrition practices related to aerobic and anaerobic physical performance.</p> <p>6. Examine the factors influencing exercise adherence. a. Develop strategies that maintain and improve physical activity. b. Develop strategies that overcome limitations of physical activity.</p> <p>7. Investigate the impact of cultural and media perceptions on physical activity. a. Describe how culture influences physical activity.</p>	<p>4. Investigate the benefits of physical activity. a. Prioritize the personal benefits resulting from physical activity.</p> <p>5. Analyze the relationship between nutrition and physical activity. a. Examine the impact nutrients have on physical activity performance</p> <ul style="list-style-type: none"> • Protein • Carbohydrates • Fats <p>b. Distinguish between nutritional needs that maintain the average healthy body and those for athletic performance.</p> <p>6. Examine the factors influencing exercise adherence. a. Design and implement strategies to maintain and/or improve personal physical activity.</p> <p>7. Investigate the impact of cultural and media perceptions on physical activity. a. Establish a set of criteria to evaluate the validity of personal fitness products. b. Establish a set of criteria to evaluate health club facilities.</p>

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Biomechanical Principles</p> <p>1. Identify target vocabulary within Newton's Laws of Motion</p> <p>a. Recognize the terms.</p> <ul style="list-style-type: none"> • <i>Force</i> • <i>Gravity</i> • <i>Friction</i> • <i>Resistance</i> <p>b. Identify different types of forces.</p> <p>c. Identify the difference between <i>static</i> and <i>dynamic balance</i>.</p> <p>b. Demonstrate static balance and its effect on various body parts.</p> <p>c. Demonstrate dynamic balance while maintaining body control.</p>	<p>A. Biomechanical Principles</p> <p>1. State and define Newton's Laws of Motion</p> <p>a. Identify <i>internal force</i>, <i>external force</i>, gravity, friction, and resistance.</p> <p>b. Identify forces that impact movement.</p> <p>c. Demonstrate static and dynamic movement patterns.</p> <p>d. Examine factors that influence static balance positions while maintaining balance.</p> <p>e. Examine factors that influence dynamic balance in a variety of physical activities.</p>	<p>A. Biomechanical Principles</p> <p>1. Explain Newton's Laws of Motion as it relates to movement.</p> <p>a. Demonstrate an understanding of the effects of <i>force</i>, <i>gravity</i>, <i>friction</i>, and <i>resistance</i> as it relates to movement.</p> <p>b. Create a movement pattern which includes static and dynamic balance.</p> <p>c. Identify and perform static and dynamic balance in a variety of physical activities.</p>	<p>A. Biomechanical Principles</p> <p>1. Apply Newton's Laws of Motion to optimize movement and minimize injury.</p> <p>a. Describe <i>Newton's Laws of Motion</i> as they relate to movement patterns and skills.</p> <p>b. Identify internal and external factors that impact movement such as bones, muscles, <i>air resistance</i>, <i>buoyancy</i>, <i>gravity</i>, <i>friction</i>, and <i>reaction</i>.</p> <p>c. Explain and show <i>absorption of force</i> in specific sport skills.</p> <p>2. Identify levers which increase the effect of a force exerted on a body or increase the distance a body moves by increasing speed.</p> <p>a. Describe levers.</p> <p>b. Explain and give examples of internal and external levers.</p>	<p>A. Biomechanical Principles</p> <p>1. Apply Newton's Laws of Motion to optimize movement and minimize injury.</p> <p>a. Demonstrate and explain <i>Newton's Laws of Motion</i> as they relate to movement patterns and skills.</p> <p>b. Demonstrate and explain how internal and external forces affect movement.</p> <p>c. Explain and Demonstrate <i>absorption of force</i> in specific sports skills.</p> <p>2. Identify and use Levers which increase the effect of a force exerted on a body or increase the distance a body moves by increasing speed.</p> <p>a. Explain how levers affect movement when force is applied or speed is increased.</p> <p>b. Demonstrate how levers affect movement when force is applied or speed is increased.</p>	<p>A. Biomechanical Principles</p> <p>1. Apply Newton's Laws of Motion to optimize movement and minimize injury.</p> <p>a. Interpret <i>Newton's Laws of Motion</i> as they relate to sport.</p> <p>b. Analyze and apply how <i>internal and external factors</i> are used to modify techniques to optimize movement.</p> <p>c. Apply and analyze the principles of <i>absorption of force</i> when receiving a moving object.</p> <p>d. Analyze the biomechanics of a specific skill and skill theme.</p> <p>2. Analyze how the use of Levers increases the effect of a force exerted on a body or increases the distance a body moves by increasing speed.</p> <p>a. Analyze and apply the increased effect on a body when force is applied while using a lever during a physical skill or skill theme.</p> <p>b. Analyze and apply how the distance through which a body can be moved changes by increasing speed while using a lever during a physical skill or skill theme.</p>

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Social Psychological Principles 1. Recognize the relationship between effort and improvement. a. Participate in a variety of activities and explain the relationship between <i>effort</i> and <i>improvement</i>.</p> <p>2. Work effectively with others in physical activity settings. a. Identify the need for rules in social settings and choose appropriate behaviors.</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all. a. Recognize healthy ways to show self expression.</p>	<p>A. Social Psychological Principles 1. Recognize the relationship between effort and improvement. a. Evaluate personal skills and fitness data and explain the relationship between effort and skill improvement.</p> <p>2. Work effectively with others in physical activity settings. a. Incorporate social rules within specific social/physical settings (working with others, following directions).</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all. a. Demonstrate a variety of ways to show consideration for others to maximize personal potential and build and maintain healthy relationships.</p>	<p>A. Social Psychological Principles 1. Recognize the relationship between effort and improvement. a. Chart and assess performance over a determined amount of time and evaluate the relationship between effort and skill improvement.</p> <p>2. Work effectively with others in physical activity settings. a. Describe strategies to maintain self control in challenging settings.</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all. a. Use a variety of <i>conflict resolution</i> skills needed to build and maintain healthy relationships such as asking, listening, refusal, and resistance. b. Describe and use a variety of ways to communicate <i>empathy</i>, care, consideration, and respect for self and others.</p>	<p>A. Social Psychological Principles 1. Recognize the relationship between effort and improvement. a. Chart and assess performance in a variety of physical activities.</p> <p>2. Work effectively with others in physical activity settings. a. Create strategies to improve self regulation in challenging settings.</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all. a. Identify problem solving techniques which maximize personal potential and demonstrate respect and concern for others.</p>	<p>A. Social Psychological Principles 1. Recognize the relationship between effort and improvement. a. Examine the relationship between effort, persistence, and improvement as they relate to the development of self-confidence.</p> <p>2. Work effectively with others in physical activity settings. a. Create strategies to improve group self-regulation in challenging physical activity settings.</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all. a. Identify conflict resolution skills and negotiation tactics which promote a peaceful and healthy environment for all.</p>	<p>A. Social Psychological Principles 1. Recognize the relationship between effort and improvement. a. Create a challenging, attainable personal physical activity goal. b. Participate in activities to attain the goal. c. Develop a plan to monitor progress.</p> <p>2. Work effectively with others in a variety of physical activity settings. a. Model strategies and practices related to self-regulation in a variety of challenging physical activity settings.</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all. a. Employ strategies to resolve conflict and make healthy decisions that promote a sense of community and respect for others.</p>

3.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement. a. Explain the importance of goal setting as it relates to achievement.</p> <p>5. Apply time management strategies wisely. a. Pace physical activity to remain physically active for a specific length of time.</p>	<p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement. a. Identify personal physical activity goals that are challenging yet attainable.</p> <p>5. Apply time management strategies wisely. a. Describe the importance of managing time when being held responsible for completing a series of tasks.</p>	<p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement. a. Design a realistic, achievable, challenging short term physical activity goal.</p> <p>5. Apply effective time management strategies. a. Use a time management plan to complete a series of tasks.</p>	<p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement. a. Design and implement a realistic short term physical activity goal.</p> <p>5. Apply effective time management strategies. a. Perform predetermined time management plans to allow completion of a series of tasks within a specified amount of time.</p>	<p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement. a. Develop a long term physical activity goal for the school year. b. Establish a monitoring system to assess progress as information and abilities change.</p> <p>5. Apply effective time management strategies. a. Develop a plan to allow an opportunity for daily physical activity.</p>	<p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement. a. Establish a long term physical activity goal for the school year. b. Evaluate progress towards goal achievement. c. Modify the method of achieving the goal to meet personal activity needs.</p> <p>5. Apply effective time management strategies. a. Assess and evaluate the daily activity plan and use appropriate solutions and strategies to overcome personal time barriers.</p>

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4.0 Motor Learning Principles – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Motor Learning Principles 1. Recognize how individuals progress through learning stages at various rates through participating in a variety of activities. a. Identify and recognize personal stage of skill development as compared to age appropriate peers.</p> <p>2. Recognize through participation in a variety of activities that personal skill development results from prior experiences, natural ability, and practice. a. Recognize that repeated appropriate practice contributes to increased motor skill development.</p> <p>3. Show that skills will develop with practice over time. (i.e. throwing, catching, kicking, striking) a. Recognize that appropriate practice leads to improved performance.</p>	<p>A. Motor Learning Principles 1. Recognize how individuals progress through learning stages at various rates through participating in a variety of activities. a. Perform practice progressions that would enhance personal skill development.</p> <p>2. Recognize through participation in a variety of activities that personal skill development results from prior experiences, natural ability, and practice. a. List motor skills that can be performed. b. Classify skills as either: needs improvement, developing, or consistently demonstrating.</p> <p>3. Show that skills will develop with practice over time. (i.e. throwing, catching, kicking, striking) a. Recognize that practicing in progression leads to skill development.</p>	<p>A. Motor Learning Principles 1. Recognize how individuals progress through learning stages at various rates through participating in a variety of activities. a. Extend and apply personal level of skill development to outside recreational and physical experiences.</p> <p>2. Recognize through participation in a variety of activities that personal skill development results from prior experiences, natural ability, and practice. a. Investigate personal skill proficiency in a variety of tasks. b. Evaluate and explain why some skills are more proficient than others.</p> <p>3. Show that skills will develop with practice over time. (i.e. throwing, catching, kicking, striking) a. Demonstrate and apply the principles of practice progression to personal skills development.</p>	<p>A. Motor Learning Principles 1. Evaluate stages of learning a. Evaluate a specific personal motor skill using a <i>rubric</i>. b. Evaluate a peer's specific motor skill using a <i>rubric</i>.</p> <p>2. Develop and implement an appropriate practice plan for skill proficiency a. Identify ways for improving a specific motor skill b. Modify and perform a specific motor skill based on feedback and discussion.</p> <p>3. Show that skills will develop with practice over time a. Demonstrate and apply the principles of practice progression to personal skills development.</p>	<p>A. Motor Learning Principles 1. Evaluate stages of learning a. Evaluate one's own combination of motor skills using a <i>rubric</i>. b. Evaluate a peer's combination of motor skills using a <i>rubric</i>.</p> <p>2. Develop and implement an appropriate practice plan for skill proficiency a. Formulate ideas to improve combinations of motor skills. b. Modify and perform a combination of motor skills based on feedback and their ideas.</p>	<p>A. Motor Learning Principles 1. Evaluate stages of learning a. Evaluate personal <i>complex motor task</i> using a <i>rubric</i>. b. Evaluate a peer's <i>complex motor task</i> using a <i>rubric</i>.</p> <p>2. Develop and implement an appropriate practice plan for skill proficiency a. Develop a plan to improve a <i>complex motor task</i> based on feedback. . b. Modify and perform a complex motor task based on their plan of improvement.</p>

4.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Recognize the importance of self evaluation and feedback in the improvement of motor skills.</p> <p>a. Develop and demonstrate a self awareness to assess skills.</p> <p>b. Recognize the different sources of feedback that apply to motor skill learning.</p>	<p>4. Recognize the importance of self evaluation and feedback in the improvement of motor skills.</p> <p>a. Detect errors in personal skill performance.</p> <p>b. Recognize the significance of feedback in the developing of motor skills.</p>	<p>4. Recognize the importance of self evaluation and feedback in the improvement of motor skills.</p> <p>a. Accept feedback and begin to develop strategies to correct errors in performance.</p>			

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Physical Activity 1. Recognize individual aerobic capacity/cardio respiratory fitness a. Define aerobic activity and apply methods for measuring heart rates. b. Participate in developmentally appropriate <i>aerobic capacity/cardio respiratory</i> fitness activities such as jogging or running. .</p>	<p>A. Physical Activity 1. Examine and compare individual cardio respiratory fitness. a. Using technology, examine various levels of intensities through activity and the effect on heart rate. b. Define resting heart rate, target heart rate, and maximum heart rate. c. Differentiate between aerobic and anaerobic activity. d. Assess personal level of cardio respiratory fitness through a systematic approach using a standardized fitness test.</p>	<p>A. Physical Activity 1. Examine and compare individual cardio respiratory fitness a. Examine an aerobic workout and the effect on heart rate <ul style="list-style-type: none"> • Warm-up phase • Aerobic phase • Cool down phase b. Calculate and perform activities within the target heart rate. c. Perform aerobic and anaerobic activities. d. Assess personal level of cardio respiratory fitness through a systematic approach using a standardized fitness test.</p>	<p>A. Physical Activity 1. Assess and Analyze individual circulatory fitness. a. Perform a series of activities to enhance <i>circulatory fitness</i>. b. Use technology to monitor individual <i>heart rate</i>. c. Calculate <i>target heart rate</i> to reflect personal activity goals. d. Differentiate between <i>aerobic</i> and <i>anaerobic activity</i>. e. Assess personal level of <i>circulatory fitness</i> using a standardized test.</p>	<p>A. Physical Activity 1. Assess and Analyze individual aerobic capacity/cardio respiratory fitness). a. Perform a series of activities to enhance b. use technology to monitor individual <i>heart rate</i>. c. Calculate <i>target heart rate</i> to reflect personal activity goals. d. Explain the importance of and monitor heart rate <i>recovery time</i> in <i>aerobic activity</i>. e. Use technology to compare and contrast individual <i>heart rate</i> among various activities. f. Assess personal level of <i>aerobic capacity/cardio respiratory fitness</i> using a standardized test.</p>	<p>A. Physical Activity 1. Assess and Analyze individual aerobic capacity/cardio respiratory endurance. a. Perform a series of activities to enhance circulatory fitness. b. Use technology to monitor individual <i>heart rate</i>. c. Calculate <i>target heart rate</i> to reflect personal activity goals. d. Assess your personal level of <i>aerobic capacity/cardio respiratory fitness</i> using a standardized test. e. Apply personal assessment to developing personal goals and a plan to enhance <i>aerobic capacity/cardio respiratory endurance</i>.</p>

5.0 Cont'd.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Examine and compare individual muscular strength and muscular endurance.</p> <p>a. Identify and participate in developmentally appropriate muscular strength and muscular endurance.</p> <p>b. Identify and demonstrate a muscular strength task that identifies a specific muscle group.</p> <p>c. Locate personal level of muscular strength through a systematic approach using a standardized fitness chart..</p> <p>d. Identify personal level of muscular endurance through a systematic approach using a standardized fitness chart.</p> <p>3. Examine and compare individual flexibility.</p> <p>a. Identify and participate in developmentally appropriate activities involving flexibility.</p> <p>b. Identify personal level of flexibility through a systematic approach using a standardized fitness test..</p>	<p>2. Examine and compare individual muscular strength and muscular endurance</p> <p>a. Identify and participate in developmentally appropriate muscular strength and muscular endurance.</p> <p>b. Classify and differentiate muscular strength and muscular activities.</p> <p>c. Identify an demonstrate a muscular strength task that identifies a specific muscle group.</p> <p>d. Identify personal level of muscular strength through a systematic approach using a standardized fitness chart.</p> <p>3. Examine and compare individual flexibility.</p> <p>a. Identify and participate in developmentally appropriate activities to maintain and enhance flexibility.</p> <p>b. Identify personal level of flexibility through a systematic approach using a standardized fitness test.</p>	<p>2. Examine and compare individual muscular strength and muscular endurance</p> <p>a. Identify and participate in developmentally appropriate muscular strength and muscular endurance.</p> <p>b. Demonstrate a working knowledge of muscular strength and muscular endurance.</p> <p>c. Assess personal level of muscular strength through a systematic approach using a standardized fitness chart.</p> <p>d. Assess personal level of muscular strength through a systematic approach using a standardized fitness chart.</p> <p>3. Examine and compare individual flexibility.</p> <p>a. Identify and participate in developmentally appropriate activities to maintain and enhance flexibility.</p> <p>b. Assess personal level of flexibility through a systematic approach using a standardized fitness test.</p>	<p>2. Assess and analyze individual muscular strength and muscular endurance</p> <p>a. Perform a variety of activities to enhance <i>muscular strength</i> and <i>muscular endurance</i>.</p> <p>b. Define the <i>principles of overload, specificity, and, progression</i> in relation to <i>muscular strength</i> and <i>muscular endurance</i>.</p> <p>c. Assess your personal level of <i>muscular strength</i> and <i>muscular endurance</i> using a standardized test.</p> <p>3. Assess and analyze individual flexibility</p> <p>a. Perform a variety of activities to enhance <i>flexibility</i> for various muscle groups.</p> <p>b. Assess personal level of <i>flexibility</i> using a standardized test.</p>	<p>2. Assess and analyze individual muscular strength and muscular endurance</p> <p>a. Perform a variety of activities to enhance <i>muscular strength</i> and <i>muscular endurance</i>.</p> <p>b. Apply the <i>principles of overload, specificity, and, progression</i> in relation to <i>muscular strength</i> and <i>muscular endurance</i>.</p> <p>c. Assess your personal level of <i>muscular strength</i> and <i>muscular endurance</i> using a standardized test.</p> <p>3. Assess and analyze individual flexibility</p> <p>a. Perform a variety of activities to enhance <i>flexibility</i> for various muscle groups.</p> <p>b. Assess personal level of <i>flexibility</i> using a standardized test.</p> <p>c. Explain the importance of maintaining a healthy body.</p>	<p>2. Assess and analyze individual muscular strength and muscular endurance.</p> <p>a. Perform a variety of activities to enhance <i>muscular strength</i> and <i>muscular endurance</i>.</p> <p>b. Define the <i>principles of overload, specificity, and, progression</i> in relation to <i>muscular strength</i> and <i>muscular endurance</i>.</p> <p>c. Assess your personal level of <i>muscular strength</i> and <i>muscular endurance</i> using a standardized test</p> <p>d. Explain the importance of maintaining a healthy level of <i>muscular strength</i> and <i>muscular endurance</i>.</p> <p>e. Develop personal goals to enhance <i>muscular strength</i> and <i>muscular endurance</i>.</p> <p>f. Design and execute a personal plan for <i>muscular strength</i> and <i>muscular endurance</i> based on principles of <i>overload, specifity</i> and <i>progression</i>.</p> <p>3. Assess and analyze individual flexibility</p> <p>a. Perform a variety of activities to enhance <i>flexibility</i> for various muscle groups.</p> <p>b. Assess personal level of <i>flexibility</i> using a standardized test.</p> <p>c. Explain the importance of maintaining a healthy level of <i>flexibility</i>.</p> <p>d. Establish goals to increase flexibility as part of a fitness plan.</p>

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

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Skillfulness</p> <p>1. Demonstrate fundamental movement skills.</p> <p>a. Combine locomotor and non-locomotor skills into a movement pattern.</p> <ul style="list-style-type: none"> • Speed • Pathways • Directions • Levels • Space <p>2. Develop creative movement skills.</p> <p>a. Create an individual movement sequence to show emotions, expressions and feelings such as wands, hoops, balls, rhythm sticks, jump bands, and tinkling sticks.</p> <p>3. Demonstrate competency in skill themes</p> <p>a. Demonstrate and perform individual skill themes:</p> <ul style="list-style-type: none"> • Throwing • Catching • Striking with the body and implements • Educational Gymnastics • Kicking • Rolling • Object manipulation 	<p>A. Skillfulness</p> <p>1. Demonstrate fundamental movement skills</p> <p>a. Perform locomotor and non-locomotor skills while varying movement conditions:</p> <ul style="list-style-type: none"> • Speed • Force • Flow • Pathways • Directions • Levels • Space <p>2. Develop creative movement skills.</p> <p>a. Create an individual/partner movement sequence with or without using implements or props such as wands, hoops, balls, rhythm sticks, jump bands, and tinkling sticks.</p> <p>3. Demonstrate proficiency in skill themes</p> <p>a. Demonstrate and combine skill themes in physical activity.</p> <ul style="list-style-type: none"> • Throwing • Catching • Striking with the body and implements • Educational Gymnastics • Kicking • Rolling • Object manipulation 	<p>A. Skillfulness</p> <p>1. Demonstrate fundamental movement skills in daily movement experiences.</p> <p>a. Perform fundamental movement skills in a variety of physical activities not limited to:</p> <ul style="list-style-type: none"> • Fitness • Games • Gymnastics • Individual/team sports skills <p>2. Develop creative movement skills</p> <p>a. Create an individual/partner movement sequence with or without using implements or props such as wands, hoops, balls, rhythm sticks, jump bands, and tinkling sticks.</p> <p>3. Demonstrate proficiency in skill themes</p> <p>a. Apply skill themes in games and activities using offensive and defensive strategies.</p> <ul style="list-style-type: none"> • Throwing • Catching • Striking with the body and implements • Educational Gymnastics • Kicking • Rolling • Object manipulation 	<p>A. Skillfulness</p> <p>1. Develop fundamental movement skills and apply them to a variety of recreational and daily life experiences.</p> <p>a. Apply fundamental movements that will enhance physical skills and <i>skill themes</i>.</p> <p>2. Develop creative skill combinations and apply them to a variety of recreational and daily life experiences.</p> <p>a. Modify a given movement pattern to create an expression of individuality.</p> <p>3. Record and evaluate skillful movements to maintain and or improve personal motor ability and fitness levels.</p> <p>a. Develop and perform skillful activities that will improve personal motor ability and fitness levels.</p>	<p>A. Skillfulness</p> <p>1. Develop fundamental movement skills and apply them to a variety of recreational and daily life experiences.</p> <p>a. Extend fundamental movement that will enhance physical skills and <i>skill themes</i>.</p> <p>2. Develop creative skill combinations and apply them to a variety of recreational and daily life experiences.</p> <p>a. Extend creative performance sequences that exhibit quality movement based on self expression.</p> <p>3. Record and evaluate skillful movements to maintain and or improve personal motor ability and fitness levels.</p> <p>a. Evaluate recorded data of skillful activities and modify to improve personal motor ability and fitness levels.</p>	<p>A. Skillfulness</p> <p>1. Develop fundamental movement skills and apply them to a variety of recreational and daily life experiences.</p> <p>a. Refine fundamental movement that will enhance physical skills and <i>skill themes</i>.</p> <p>2. Develop creative skill combinations and apply them to a variety of recreational and daily life experiences.</p> <p>a. Refine creative performance sequences that exhibit quality movement based on self expression.</p> <p>3. Record and evaluate skillful movements to maintain and or improve personal motor ability and fitness levels.</p> <p>a. Formulate and implement an activity plan that will improve personal motor ability and fitness levels.</p>