

**2007
REVISED**

**ELEMENTARY
PHYSICAL EDUCATION**

**CORE
CURRICULUM**

TABLE OF CONTENTS

Introduction.....	1
Third Grade Physical Education.....	6
Fourth Grade Physical Education	9
Fifth Grade Physical Education	12
Sixth Grade Physical Education.....	15
Appendix A: Counteracting Myths about Physical Education.....	18
Appendix B: Throwing, Catching, Kicking Skills.....	20
Appendix C: Teacher Resources.....	24
Appendix D: Sequence of Activities	26
Appendix E: Accommodating Special Needs.....	28
Appendix F: Glossary	30

UTAH ELEMENTARY PHYSICAL EDUCATION CORE CURRICULUM

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

INTRODUCTION

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. The Physical Education Core Curriculum utilizes appropriate instructional practices to develop competence and confidence in a variety of lifetime activity and movement forms including sports, dance, recreational, and physical fitness activities. The emphasis is on providing success and enjoyment for all students; not just for those who are “physically gifted.” Knowledge of the relationship between proper nutrition and a consistent fitness regimen is the common thread running through the Physical Education Core. Students develop Life Skills through cooperative and competitive activity participation, and learn to value academic service experiences.

The Physical Education Core describes what students should know and be able to demonstrate at the end of each grade. It was developed, critiqued, piloted, and revised by a committee comprised of physical education teachers, district specialists, university educators, State Office of Education specialists, and representatives from the community. The Core reflects the current national philosophy of physical education represented in national standards developed by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the National Association for Sport and Physical Education (NASPE), the two governing bodies of health and physical education in the United States.

Requirements for Physical Education in the Law

All physical education courses must be:

- Taught by a certified educator.
- Open to all students.
- Co-educational and in compliance with Title IX regulations.

Recommendations

For optimum learning in physical education, it is recommended that:

- Classes be taught by a licensed physical educator.
- Classes be supervised in indoor and outdoor settings.
- Curriculum be designed to meet the needs of all students.
- Activities be age appropriate and sequential in nature.
- Classes be limited to 30 students per teacher in an instructional period.
- For the safety of the students, facilities and equipment be inspected on a regular basis.
- Adequate equipment and supplies be available to enable all students to be active at the same time.

Physical Education or Physical Activity?

All children should have access to physical education and physical activity. Often these terms are used interchangeably, but they differ in important ways. *Physical education* is a core subject where students develop skills and understanding necessary for establishing and maintaining a healthy lifestyle. Physical education teachers assess knowledge and motor and social skills, and provide instruction in a safe, supportive environment. Recess, intramurals, community athletic

programs, mowing the lawn, and even walking the family dog are examples of *physical activities*. Physical education, however, prepares students to efficiently participate in a variety of lifetime activities.

Opportunity to Learn

The National Association for Sport and Physical Education and the Utah Core Curriculum recommend that all students receive a minimum of 150 minutes, 30 minutes per day, of structured physical education instruction/activity per week. This recommendation is in addition to recess opportunities offered at a school. When possible, physical education classes should be taught by certified elementary physical education specialists.

Life Skills

Life Skills are reflected in the national standards embedded in the Physical Education Core. Behaviors included are integrity, perseverance, safe practices, adherence to rules, respect for self and others, cooperation and teamwork, ethical behavior in sport, and respect for individual similarities and differences through positive interaction among participants in physical activity.

Similarities and differences include characteristics of culture, race, ability level, disability, physical characteristics (strength, size, and age), gender, and socioeconomic status. Students are taught to respect differences and to include others from diverse backgrounds in activity participation.

Service-Learning Projects

In order to promote students' personal and social development, and to introduce them to civic responsibility, community service project ideas are suggested and encouraged by physical education teachers. The following ideas offer a sampling of service projects directly related to physical education:

- Assist special needs students in physical activities.
- Walk on a regular basis with a senior citizen from a local senior care facility.
- Assist senior citizens with lawn and home maintenance chores.
- Help upgrade school and/or local recreational facilities.
- Clean school and neighborhood facilities.
- Participate in community fundraising activities.
- Assist with graffiti removal at school and in the community.
- Assist younger students in community sports programs.

Dodge Ball and Other Inappropriate Activities

Some games are not appropriate to teaching children in a public educational setting. Games that have the potential to embarrass students; to cause danger, injury or harm; to limit participation time; or to eliminate students from participation should not be part of the physical education curriculum.

Dodge ball in any form with any type of ball is an example of an inappropriate activity. The National Association for Sport and Physical Education states, "...students who are eliminated first in dodge ball are typically the ones who most need to be active and practice their skills. Many times these students are the ones with the least amount of confidence in their physical abilities. Being targeted because they are the 'weaker' players, and being hit by a hard-thrown ball, does not help kids to develop self confidence." Games and activities offered in schools should be those that help students develop self-confidence, be active, and practice their skills in an emotionally and

physically safe environment.

Assessment Practices

A variety of assessment strategies are used to evaluate student achievement in the Core. Pre and post skills and knowledge tests are utilized to individualize instruction and to encourage success for all students.

Alternative assessment strategies described in the Core are observation, interview, rubrics and activity journals. Required reading and writing assignments relating to a healthy lifestyle broaden the physical education experience for students of all ability levels. Topics such as sports, proper nutrition, and recreation offer excellent opportunities to encourage students to improve their literacy skills.

Physical fitness testing provides personal information to students and indicates progress in individualized fitness plans. Scores on fitness tests should reflect improvement by students and should not be the primary component used in the grading process. The FitnessGram, President's Challenge, and Physical Best are tests to be considered by teachers.

Physical Education Programs and Resources for Teachers

Governor's Golden Sneaker Award Program

The Governor's Golden Sneaker Award Program involves fitness and activity, and supplements the school physical education program. It encourages healthy behaviors in and out of school and can be rewarding for the entire family. This program is sponsored and administered by the Utah State Office of Education.

Contact: USOE Physical Education Specialist—(801) 538-7732 or (801) 538-7963

Gold Medal Schools Program

This multi-level program assists elementary schools in promoting physical education, nutrition and tobacco-use prevention. Through participation, schools can earn up to \$1500.00 for nutrition and physical education supplies or tobacco-use prevention resources. All elementary schools are eligible to participate. The Utah Department of Health administers the Gold Medal Schools program.

Contact: USOE Physical Education Specialist—(801) 538-7732 or (801) 538-7963

Incredible Physical Education Website for Elementary Classroom Teachers

This comprehensive website gives detailed information about games, physical education activities, tournament bracketing, and playground games. It also includes methods to organize classes, safety precautions, and video streaming which illustrates all activities offered on the site. This site is highly recommended!

<http://www.afterschoolpa.com>

Nutrition Expedition for 2nd and 4th Grades

This eight-activity curriculum involves two heroes who show, in a fun and interactive way, the importance of proper nutrition. It supplements the physical education, health, and language arts curricula. Materials include CDs, a teacher's guide, and overhead transparencies. The materials and training are free. This program is administered by the Dairy Council of Utah/Nevada.

Contact: Director of Nutrition Education—(801) 487-9976

Organization of Physical Education Core

The Core is designed to help teachers organize and deliver instruction. Elements of the Core include the following:

- INTENDED LEARNING OUTCOMES describe the goals for students to become physically educated enabling them to practice healthy behaviors and fully participate in activity throughout their lifetimes.
- A STANDARD is a broad statement of what students are expected to understand. Several objectives are listed under each Standard.
- An OBJECTIVE is a more focused description of what students need to know and be able to do at the completion of instruction. If students have mastered the Objectives associated with a given Standard, they are judged to have mastered that Standard for the course. Several Indicators are described for each Objective.
- An INDICATOR is a measurable or observable student action that enables one to judge whether or not a student has mastered a particular Objective. Indicators can guide physical education instruction and assessment.

Intended Learning Outcomes for Elementary Physical Education The Intended Learning Outcomes reflect the skills, attitudes, standards, and behaviors students should learn as a result of instruction in physical education. They represent an essential part of the Physical Education Core Curriculum and provide teachers with standards for evaluation of student learning. The primary goal: to develop positive attitudes, skills, and behaviors to empower students to live healthy, productive lives.

By the end of elementary physical education instruction, students will be able to:

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

- Understand appropriate and inappropriate risks in activity participation based on experience and ability.
- Demonstrate the connection between proper nutrition and exercise in creating and maintaining a life-long healthy lifestyle.
- Demonstrate appropriate safety precautions related to environmental conditions when participating in activities.
- Participate in activities at home and in community settings.
- Seek personally challenging experiences in physical activity.
- Explore new and different activities that bring personal satisfaction, increase fitness levels, and reduce stress.
- Celebrate achievements of self and others in competitive and cooperative activities.

2. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- Follow rules and standards to ensure fair and safe play in a variety of activity settings.
- Participate with and show respect for students with similar and different ability levels.
- Accept responsibility for personal actions without blaming others.

- Consider the views and feelings of others in resolving conflict situations.
- Work in a group or on a team to accomplish a goal.
- Demonstrate independence and appropriate time management while participating in physical activities.

3. Understand and apply the health-enhancing benefits of physical activity and proper nutrition.

- Understand and value the elements of physical fitness.
- Participate regularly in a variety of lifetime activities.
- Understand and compare the fitness and stress-reducing benefits of different sports and activities.
- Understand the value of proper nutrition as it relates to fitness and well-being.
- Design and follow a personal fitness program that reflects individual interests and needs.
- Develop a warm-up activity prior to engaging in activity and a cool-down afterwards.
- Practice self-assessment in skill and fitness development.
- Demonstrate formal and personal fitness assessments to maximize personal fitness levels.
- Understand how activity reduces stress.

4. Demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

- Observe personal and general space in movement activities.
- Throw, strike, and catch balls and other objects in increasingly complex situations.
- Demonstrate the correct techniques for a variety of sports activities.
- Demonstrate basic offensive and defensive skills and strategies in a variety of games and activities.
- Describe the ethical responsibilities in activity participation.
- Understand and demonstrate rules in a variety of games and activities.
- Initiate regular skill practice to improve performance.
- Translate general movement principles to a number of different games and activities.
- Demonstrate jump rope proficiency.
- Demonstrate rhythm in a variety of multicultural dances creating shapes, levels, and pathways.

Third Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

In physical education third grade students are expected to understand and demonstrate clearly-defined combinations of movements. Student instructional groups should be kept small to give all students the opportunity for successful participation. In addition, students learn the importance of nutrition as it relates to health and physical fitness. Life skills are embedded in the curriculum. It is recommended that all students receive a minimum of 150 minutes of structured physical education/activity per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate assistance or modification to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included in to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.

- a. Identify feelings resulting from challenges, successes, and failures in physical activity.
- b. Select activities that are personally interesting and rewarding.
- c. Celebrate personal achievements as well as the achievements of others.

Objective 2: Practice appropriate risk taking.

- a. Identify safe and unsafe environments for activity participation.
- b. Describe the benefits and proper use of sunscreen and protective clothing while participating in outdoor activities.
- c. Demonstrate persistence in activities when unsuccessful in initial attempts.
- d. Participate willingly in new and appropriate activities.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Identify behaviors that may create conflict situations and predict possible consequences of conflict.
- b. Recognize and accept differences in personal backgrounds and skill levels.
- c. Accept responsibility for own actions without blaming others.
- d. Describe sportsmanship and importance of following rules.

Objective 2: Follow rules and procedures while participating in activities.

- a. Demonstrate independence and appropriate use of time while participating in physical activity.
- b. Provide input in establishing rules, procedures, and respectful behaviors while participating in various physical activities.
- c. Work cooperatively with others (e.g., share equipment, invite a peer to take a turn, and help refocus off-task students).
- d. Manage equipment responsibly (e.g., check out and return equipment/supplies as required by the teacher and assist with setup and takedown of equipment).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Identify reasons why activity is important for fitness, both at school and at home.
- b. Describe the health-related components of physical fitness (e.g., flexibility, cardiovascular endurance, muscular strength and endurance, body composition, proper nutrition).
- c. Develop a home physical activity schedule that may include family, friends, and pets.
- d. Measure fitness progress by using pre- and post-testing (e.g., FitnessGram, President's Challenge, Physical Best).

Objective 2: Describe how proper nutrition impacts health and physical fitness.

- a. Identify foods rich in proteins, fats, and carbohydrates, and describe the primary function of each.
- b. Identify snack foods and drinks that are unhealthy.
- c. Describe the importance of drinking water before and after exercise.
- d. Describe the “calories in/calories out” principle for nutrition-activity balance.
- e. Formulate a balanced diet based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous physical activities.

- a. Describe how and why the body responds to activity participation (e.g., physiological changes such as sweating, increased heart rate, heavy breathing).
- b. Perform a variety of stretches following *low-intensity* (e.g., walking, jogging, dancing) warm-up activities.
- c. Participate in a variety of activities that develop cardiovascular fitness (e.g., jump rope, tag games, running).
- d. Participate in a variety of activities that develop muscular strength and endurance (e.g., pushups, curl-ups).

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Review basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding, leaping, galloping).
- b. Identify the enjoyable aspects of playing a game.
- c. Demonstrate non-manipulative and manipulative skills while moving through general space.
- d. Demonstrate and apply basic techniques for combined movement skills (e.g., running and then leaping).

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Demonstrate the essential components for throwing, catching, and kicking skills (e.g., throw and catch a variety of objects, kick to a stationary/moving target, dribble with dominant hand/foot, pass a ball to a moving partner).
- b. Demonstrate throwing, catching, and kicking skills in movement combinations (e.g., perform tasks while dodging and moving in zigzag, straight, and curved pathways; catch a ball and throw it back to a partner while moving).
- c. Synchronize movement to a rhythm (e.g., perform and create various simple combinations to a beat by moving forward, backward, and sideways).
- d. Demonstrate various movement techniques and strategies in game-like drills (e.g., passing a Soccer ball to a teammate or running to an open spot to receive a pass).

Fourth Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klisch, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the fourth grade level, student's hand-eye coordination has improved, allowing for advanced instruction in individual and team activities. Fourth grade students are able to understand rules and the importance of following them. Student instructional groups/teams should be kept small to give all students the opportunity for successful participation. Students learn the importance of nutrition as it relates to health and physical fitness. Life skills are embedded in the curriculum. It is recommended that all students receive a minimum of 150 minutes of structured physical education/activity per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications to provide them with success in physical education. Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.

- a. Identify and express feelings resulting from challenges and successes.
- b. Choose activities that can be enjoyed alone and activities that include others.
- c. Select activities that are personally interesting and rewarding.
- d. Celebrate successes and achievements of self as well as those of others.

Objective 2: Practice appropriate risk taking.

- a. Describe the importance of using sunscreen and protective clothing while participating in outdoor activities.
- b. Describe safety precautions associated with activity selection.
- c. Demonstrate persistence in skill development when not successful on the first attempt.
- d. Participate willingly in new activities.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Demonstrate personal responsibility for rules and procedures (e.g., manage equipment, stay on task, play fairly, and look out for the safety of self and others).
- b. Work cooperatively and productively (e.g., listen to instructions, organize and begin activities promptly, include all members of a group).
- c. Demonstrate conflict management skills (e.g., identify behaviors that might create conflict, predict consequences of conflict, and consider acceptable methods for managing it).
- d. Demonstrate support for others (e.g., provide encouragement, give skill cues, assist other students).

Objective 2: Recognize the attributes that individuals bring to group activities.

- a. Show respect for people of different backgrounds and skill levels and the cultural significance of various activities.
- b. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior (e.g., praise, modification of activities, and positive gestures).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Identify the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).
- b. Describe the healthful benefits that result from regular and appropriate participation in physical activity.
- c. Maintain continuous aerobic activity for a specified time.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify and determine the functions of key vitamins and minerals vital to a healthy body (e.g., vitamins B and C, minerals, calcium, iron).
- b. Describe nutritional problems related to vitamin and/or mineral deficiencies.
- c. Describe the benefits of proper nutrition and exercise.
- d. Explain the role that heredity plays in growth and development.
- e. Design a balanced eating plan based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Use personal fitness assessment data to enhance understanding of physical fitness and to improve personal fitness levels.

- a. Identify how cardiovascular fitness is achieved and maintained.
- b. Monitor heart rate before, during, and after activity.
- c. Apply data from a standardized health-related fitness assessment to determine personal fitness goals (e.g., FitnessGram, President's Challenge, and Physical Best).
- d. Apply the FITT (Frequency, Intensity, Time, Type) Principle of Training to implement personal fitness goals and to identify personal strengths and areas for improvement.

Objective 4: Participate in a variety of moderate to vigorous physical activities.

- a. Identify daily activities that improve physical fitness (e.g., using stairs instead of an elevator, riding a bike instead of riding in a bus or car, playing outside instead of watching television or playing computer games).
- b. Participate in activities that improve cardiovascular endurance (e.g., running, power walking, in-line skating, swimming, hiking, bicycling, aerobic dancing, and cross-country skiing).
- c. Participate in activities that improve flexibility at major joints (e.g., stretching after warm-up activities).
- d. Participate in activities that improve muscular strength and endurance (e.g., push-ups, pull-ups, curl-ups, toe raises, lunges).
- e. Participate in regular physical activity at home, at school, and in the community.

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Review the basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding leaping, galloping).
- b. Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.
- c. Demonstrate the follow through in various sports skills (e.g., overhead throw, football pass, basketball set shot, soccer kick).
- d. Demonstrate correct form in various manipulative skills (e.g., basketball and soccer dribble, etc.).

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Describe the basic rules of various sports and activities (e.g., basketball, soccer, flag football, volleyball, softball, and others).
- b. Perform throwing, catching, and kicking skills in game and modified sports activities (e.g., throw to a partner while he/she runs to catch; dribble and pass a soccer/basketball to a moving receiver; catch a thrown object; continuously strike a ball against a backboard or wall using a bat, racquet, or one's hand, foot, arm, or leg).
- c. Demonstrate moving to a rhythm in a variety of multicultural and American dances, creating shapes, levels, pathways, and movement patterns that have an apparent beginning, middle, and end.
- d. Demonstrate smooth sequences that combine four or more of the following movements: balancing, jumping/landing, twisting, turning, stretching, and other types of weight transfer.

Fifth Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the fifth grade level students understand the concept of fair play and begin to recognize the varying skill levels within a class. Playing by the rules and respecting self and others are emphasized as students participate in cooperative and competitive physical education activities. Students see how levels of physical activity and food intake are related to obesity and obesity-related diseases. Life skills are embedded in the curriculum. It is recommended that, in addition to recess, all students receive a minimum of 150 minutes of structured physical education per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications in order to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Emphasize how physical activity provides an opportunity for enjoyment.

- a. Identify and participate in activities that are personally interesting and rewarding.
- b. Accept differences in personal backgrounds and skill levels.
- c. Participate in regular physical activity at home, at school, and in the community.
- d. Celebrate physical education achievements of self as well as those of others.

Objective 2: Practice appropriate risk taking.

- a. Identify safe and unsafe environments for activity participation.
- b. Describe the number ratings for sunscreen protection.
- c. Demonstrate persistence in activities when unsuccessful in initial attempts.
- d. Participate willingly in new activities.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Accept responsibility for own actions without blaming others.
- b. Respect self and others in activity participation.
- c. Display appropriate cooperative behaviors (e.g., take turns, acknowledge the accomplishments of others).

Objective 2: Follow rules and procedures while participating in activities.

- a. Identify behaviors that might create conflicts, and predict possible consequences.
- b. Describe and follow the rules of various games and activities.
- c. Demonstrate good sportsmanship (e.g., accept official's decisions, use appropriate language, honestly report activity results).
- d. Work independently and with others to improve the learning experience (e.g., give encouragement, provide feedback for skill development, and acknowledge accomplishments).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Review the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).
- b. Identify healthful benefits that result from regular and appropriate participation in physical activity.
- c. Identify and demonstrate proper lifting technique.
- d. Assess gains in physical fitness by using national tests (e.g., FitnessGram, President's Challenge, Physical Best).
- e. Record fitness activity participation in a personal activity journal.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify how levels of physical activity and dietary intake are related to levels of obesity, heart disease, cancer, diabetes, and eating disorders.
- b. Identify foods used as energy sources.
- c. Describe the importance of consuming five servings of fruits and/or vegetables on a daily basis.
- d. Describe how food intake and exercise affect energy levels and body composition.
- e. Demonstrate proper meal selection based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous physical activities.

- a. Identify and utilize proper warm-up, conditioning, and cool-down techniques.
- b. Evaluate various activities for fitness benefits.
- c. Participate in continuous aerobic activity for a specified time.
- d. Participate in activities that affect all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.
- b. Create and perform different types of rhythm/dance patterns (e.g., Lummi sticks, creative movement, line dance, tinikling).
- c. Identify and apply principles of practice to improve performance (e.g., form, consistency, and repetition).
- d. Demonstrate complex movement activities (e.g., jumping and landing, smooth change of direction, balance, and weight transfer).
- e. Demonstrate knowledge of basic rules for a variety of activities (e.g., tennis, floor hockey, soccer, volleyball).

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Perform throwing, catching, and dodging skills in modified and regulation sports activities.
- b. Strike a moving ball with a bat, racquet, or paddle, using correct techniques.
- c. Demonstrate basic small group offensive and defensive tactics and strategies in game situations (e.g., body fakes, degrees of speed, change in direction, body positioning while moving and guarding).
- d. Demonstrate principles of accuracy, force, opposition, and follow-through when kicking.

Sixth Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 Years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the sixth grade level, students are able to participate in competitive and cooperative activities and give skill feedback to other students. They are more independent, seek out new challenges in group and individual activities, and have an interest in helping others. Organized games, with the emphasis on cooperating with teammates to be successful, are important. At this level, students learn how weight can be managed in a healthy way through proper nutrition and exercise. Life skills are embedded in the curriculum, and it is recommended that, in addition to recess, all students receive a minimum of 150 minutes of physical education per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications in order to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Emphasize how physical activity provides opportunity for enjoyment and self-expression.

- a. Explore a number of new and different activities that bring personal enjoyment.
- b. Explain how physical activity can provide enjoyable social interaction.
- c. Participate in activities that are personally challenging.
- d. Celebrate successes and achievements of self and others.

Objective 2: Demonstrate appropriate risk taking.

- a. Identify and express feelings resulting from challenges.
- b. Explain appropriate and inappropriate risks based on experience and ability.
- c. Describe the importance of sun protection and how it may prevent melanoma.
- d. Demonstrate a basic understanding of first aid principles.
- e. Demonstrate persistence in activities when unsuccessful in prior attempts.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Consider the feelings of all participants in managing conflict situations.
- b. Participate with and show respect for students of similar and different skill levels.
- c. Demonstrate responsible behavior in using time, applying rules, and following through with decisions.
- d. Demonstrate the ability to lead and to follow.
- e. Initiate skill practice to improve performance.

Objective 2: Follow rules and procedures while participating in activities.

- a. Identify safety rules and the value of following them in activity settings.
- b. Participate in a group/team to accomplish a set goal (e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate progress/success of group activity).
- c. Follow game rules and accept and respect officials' decisions, whether the officials are students, teachers or outside-of-school personnel.
- d. Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation).
- e. Demonstrate good sportsmanship (e.g., acknowledge others' efforts, honestly report activity results, and use appropriate language).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Describe and apply basic principles of training (e.g., FITT (Frequency, Intensity, Time, Type), overload, progression).
- b. Monitor personal fitness data to evaluate physical fitness (e.g., FitnessGram, President's Challenge, Physical Best).
- c. Utilize fitness assessment results to set fitness goals, design a fitness plan, monitor progress, and make modifications.
- d. Demonstrate the use of resting and working pulse rates to evaluate intensity of workouts and the benefits derived from understanding the changing heart rates.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify strategies to manage weight through proper nutrition and exercise.
- b. Describe how people have different needs at different ages for weight management.
- c. Describe the "calories in/calories out" principle of weight control.
- d. Analyze and compare personal food intake to Food Pyramid recommendations (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous activities.

- a. Identify and demonstrate proper warm-up, conditioning, and cool-down techniques.
- b. Participate in games, sport and recreational pursuits both in and outside of school based on individual interests and capabilities.

- c. Participate in activities designed to improve all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).
- d. Participate in some form of health-enhancing physical activity each day.

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Describe how general movement skills can be translated to a number of different activities.
- b. Demonstrate movement sequences to rhythm (e.g., square dance, line dance, folk dances from foreign countries, Lummi sticks, tinikling, rope jumping).
- c. Demonstrate the use of patterns and combinations of movement and non-movement activities into repeatable sequences.
- d. Analyze movement patterns and make personal adjustments to improve performance.
- e. Demonstrate individual and team strategies in game settings.

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Identify and move to an open space in a game situation (e.g., move and create an open space to receive a pass, maintain appropriate distance from another player in a passing or guarding situation, and pass to a moving teammate).
- b. Demonstrate various striking skills in game situations.
- c. Throw and catch or kick and receive a ball consistently while being guarded by opponents.
- d. Demonstrate the ability to play assigned positions in various game situations (e.g., back-row player in volleyball, guard in basketball, first base in softball, goalie in floor hockey).
- e. Demonstrate basic offensive and defensive skills in a modified version of team sports (e.g., two-on-two basketball, three-on-three soccer, four-on-four flag football).

Physical Education

Appendix A: Counteracting Myths about Physical Education

The development of physical and self-management skills empower the children to live healthy, active lives. A healthy lifestyle is essential for learning and overall well being.. The following Information counteracts common myths about physical education.

Myth

Physical education is intended to help students achieve excellence in games and sports.

Core Framework Vision

Physical education is a multi-faceted process that teaches a wide range of skills and activities with the aim of the students' becoming physically educated, physically fit, able to enjoy a variety of physical activities, and committed to lifelong health and physical well-being. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviors.

Myth

Physical education is not an integral part of the school's curriculum. It is a frill.

Core Framework Vision

Physical education is closely connected to and supports the other disciplines. Physical education is an integral component of the school curriculum. It involves students directly in thinking, creating, meaning, and learning how to learn.

Myth

Physical education focuses on the more athletically gifted.

Core Framework Vision

All children have the potential to become physically educated, and an effective physical education program will reach all children regardless of their talents, skills, or limitations.

Myth

Physical education should be similar to training—highly skill- and drill-oriented. It should be mainly a mechanical process.

Core Framework Vision

In physical education emphasis must be placed on a broad spectrum of learning and personal development. Learning involves thinking and feeling, being active and processing information, not just using skills. Education encompasses much more than training.

Myth

Children should carry out a variety of physical fitness activities but do not need to understand why they are doing so.

Core Framework Vision

Learning cognitively is as important to physical education as learning specific movement skills. Students need to know why they are learning skills in physical education and how they are benefiting personally. Then they will be more likely to accept responsibility for improving skills on their own and enjoying the benefits of physical education over the long term.

Myth

Physical education programs may be detrimental to doing one's best in a particular activity. It is important to focus on a specific activity (or sport) in order to do really well.

Core Framework Vision

A well-planned, comprehensive physical education system helps children and youths develop all their abilities and talents rather than focus on a narrow range. Because children change and grow over time, they should be encouraged to become well rounded. They should be encouraged to become proficient in and appreciate a wide variety of physical activities from which they can choose wisely.

Myth

Because there are always winners and losers in sports, physical education must emphasize competition to prepare children for participation in the real world.

Core Framework Vision

Although teachers are aware of the nature of competition, they do not require higher levels of competition from children before they are ready. Further competition can take different forms. Activities in physical education programs may emphasize self-improvement, participation, and cooperation instead of winning and losing.

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Physical Education

Appendix B: Throwing, Catching, and Striking Skills

UNDERHAND THROW

Preparation:

Body Orientation: Facing target Feet:

Shoulder width apart

Knees: Bent slightly

Hands: Holding ball at waist height with elbows bent

Eyes: Watching target

Action:

1. Straighten throwing arm and swing it down and back past hip in a pendulum motion.
2. Swing throwing arm forward past hip, releasing ball toward target.
3. As arm swings forward, step toward target with foot opposite of throwing arm.

OVERHAND THROW

Preparation:

Body Orientation: Nonthrowing shoulder points to target

Feet: Shoulder width apart

Knees: Bent slightly

Hands: Holding ball at waist height with elbows bent

Eyes: Watching target

Action:

1. Take throwing arm back, elbow pointing to the side at shoulder height and hand behind ear.
2. Bring throwing arm forward, with elbow coming through first at shoulder height.
3. Step toward target with foot opposite throwing arm while releasing ball toward target.
4. Snap wrist when releasing ball.
5. Follow through with throwing arm moving across body.

UNDERHAND CATCH (for catching objects below the waist)

Preparation:

Body Orientation: Facing toward oncoming object

Feet: Shoulder width apart, slightly staggered

Knees: Bent slightly

Hands: Reaching toward oncoming object with palms up and elbows bent

Fingers: Spread

Eyes: Watching oncoming object

Action:

1. Move body in line with the object.
2. Watch oncoming object all the way into the hands.
3. Give with the arms as contact is made with the object.
4. Shift weight back when contact is made with the object.

OVERHAND CATCH (for catching objects above the waist)

Preparation:

Body Orientation: Facing toward oncoming object

Feet: Shoulder width apart, slightly staggered

Knees: Bent slightly

Hands: Reaching toward oncoming object with elbows bent

Fingers: Spread

Eyes: Watching oncoming object

Action:

1. Move body in line with the object.
2. Watch oncoming object all the way into the hands.
3. Give with the arms as contact is made with the object.
4. Shift weight back when contact is made with the object.

KICKING (beginning)

Preparation:

Body Orientation: Standing one step behind the ball

Feet: Shoulder width apart Knees: Bent slightly

Hands: Relaxed and to the side

Eyes: Watching the ball

Action:

1. Step behind and to the side of the ball with nonkicking foot.
2. Swing kicking foot forward, contacting the ball with shoelaces.
3. Follow through with kicking leg.

KICKING (soccer pass)

Preparation:

Body Orientation: Standing one step behind and to the side of the ball

Feet: Shoulder width apart

Knees: Bent slightly

Hands: Relaxed and to the side

Eyes: Watching the ball

Action:

1. Place nonkicking foot to the side of the ball.
2. Swing kicking leg through, contacting the ball with inside of the foot.
3. Follow through forward with kicking leg toward target.

KICKING (punt)

Preparation:

Body Orientation: Facing toward direction of the kick

Feet: Shoulder width apart

Knees: Bent slightly

Hands: Hold ball at waist height

Eyes: Watching the ball

Action:

1. Extend arms forward, with ball bending at waist.
2. Step forward with nonkicking foot while swinging kicking foot toward the ball.
3. Release ball from hands just prior to contact.
4. Contact ball with the shoelaces of the kicking foot.
5. Follow through with kicking foot to waist height.

STRIKING (batting)

Preparation:

Body Orientation: Standing sideways to oncoming ball, bat length away from center of home plate

Feet: Shoulder width apart, toes pointing toward home plate

Knees: Bent slightly

Hips: Square to home plate

Hands: Hold bat with hands together, dominant hand above

Head: Turned toward pitcher

Eyes: Watching the ball

Action:

1. Front foot strides toward the pitcher (shift of weight).
2. Extend arms, keeping bat parallel to the ground throughout swing.
3. Watch the ball until contact is made with the bat.
4. Follow through by swinging the bat across the body.

STRIKING (basketball dribble)

Preparation:

Body Orientation: Facing direction of intended travel

Feet: Shoulder width apart, slightly staggered

Knees: Bent slightly

Hands: Holding ball at waist height

Action:

1. Push the ball toward the floor with one arm.
2. As ball rebounds, push ball back to the floor with the pads of the fingers while bending wrist.
3. Dribble ball in front and to the side of the body.
4. Keep the ball at waist height or below while avoiding feet.

Physical Education

Appendix C: Teacher Resources

Adapted Physical Education

<http://www.pecentral.org/adapted/adaptedactivities.html>

Dances

http://www.drwoolard.com/dances_elementary/index.htm

Fitness

<http://www.getkidsactive.com/>

FitnessGram Assessment

<http://cooperinst.org>

Integrated Physical Education

<http://www.pecentral.org/lessonideas/classroom/classroom.asp>

<http://lessonplanspage.com/PEK1.htm>

Nutrition

<http://www.mypyramid.gov/>

<http://dole5aday.com/>

<http://school.discovery.com/schrockguide/health/fitness.html>

Physical Education Lesson Plans

<http://www.pecentral.org>

<http://www.pelinks4u.org>

<http://www.lessonplanspage.com/>

<http://www.ops.org/pe/elem.html>

Physical Education Pamphlets (Free) for Parents, Teachers, Principals

<http://www.cdc.gov/HealthyYouth/PhysicalActivity>

President's Challenge Assessment

<http://www.cs.indiana.edu>

Sports Rules

<http://www.sportsrules.50g.com>

Physical Education

Appendix D: Sequence of Activities

Grade →	3	4	5	6
Basketball				
Rules Explained		X	X	X
Strategy Discussed			X	X
Dribble	X	X	X	X
Passes	X	X	X	X
Shooting		X	X	X
Defense		X	X	X
Cooperative Skills				
Personal Space, Respect for Others	X	X	X	X
Respect for Different Ability Levels	X	X	X	X
Cooperative vs. Competitive Activities		X	X	X
Partner Stunts/Activities		X	X	X
Small and Large Group Activities			X	X
Movement Exploration	X	X	X	X
Crab Soccer				
Rules	X	X	X	X
Strategy	X	X	X	X
Passing	X	X	X	X
Scoring	X	X	X	X
Dribbling	X	X	X	X
Dance and Rhythms				
Movement Exploration	X	X	X	X
Movement Combinations to Rhythm	X	X	X	X
Multicultural Dances		X	X	X
Lummi Sticks, Tinkling			X	X
Create Dances Alone and With a Partner			X	X
Line, Folk, Aerobic Dances				X
Flag/Touch Football				
Passing		X	X	X
Catching		X	X	X
Running/Dodging		X	X	X
Rules		X	X	X
Strategy		X	X	X
Floor Hockey				
Dribble		X	X	X
Forehand Pass		X	X	X
Backhand Pass		X	X	X
Shot on Goal		X	X	X
Goalie Play		X	X	X
Strategy		X	X	X
Frisbee				
Stationary Forehand Throw			X	X
Stationary Backhand Throw			X	X
Stationary Catch			X	X
Moving Throws			X	X
Moving Catches			X	X
Strategy			X	X

Grade →	3	4	5	6
Gymnastics				
Balance	X	X	X	X
Nature of the Activity	X	X	X	X
Rules	X	X	X	X
Fundamentals	X	X	X	X
Forward Roll	X	X	X	X
Backward Roll	X	X	X	X
Cartwheel	X	X	X	X
Dive Roll	X	X	X	X
Juggling				
Scarves	X	X	X	
Beanbags		X	X	X
Balls, Other Implements			X	X
Kickball				
Rules	X	X	X	X
Strategy	X	X	X	X
Kicking	X	X	X	X
Catching	X	X	X	X
Pitching	X	X	X	X
Running Bases	X	X	X	X
Manipulative Skills				
Catching with Implements	X	X	X	X
Volley with Hands and Feet		X	X	X
Dribble with Hands and Feet		X	X	X
Use Body to Protect Objects			X	X
Throw Objects for Distance/Accuracy			X	X
Movement Skills				
Review Walk, Run, Start, Stop	X	X		
Review Jump, Hop, Skip, Slide	X	X		
Review Gallop, Leap, Chase, Dodge	X	X		
Shuffle	X	X		
Weight Transfer During Movement		X	X	X
Non-Movement Skills				
Review Turn, Twist, Swing, Sway	X	X		
Review Stretch, Balance, Push-Pull	X	X		
Review Weight Transfer, Balance	X	X		
Review Over, Under, Far, Near	X	X		
Mirror		X	X	
Nutrition				
Proteins, Fats, Carbohydrates	X	X	X	X
Importance of Hydration	X	X	X	X
Calories In/Calories Out Principle	X	X	X	X
Food Pyramid- Balanced Diet	X	X	X	X
Key Vitamins/Minerals		X	X	X
Differing Individual Growth Patterns		X	X	X
Benefits of Proper Nutrition/Exercise		X	X	X
Energy Levels and Body Composition			X	X
Obesity-Related Diseases			X	X
Personal Eating/Activity Plans				X
Weight Management				X

Physical Education

Appendix E: Accommodating Special Needs

1. Modify Activities to Equalize Competition

- Allow a student to kick or throw a ball while being seated or standing stationary.
- Increase the number of players on the field.
- Put blocks on a chair for the shuttle run for students who cannot bend and reach the floor.
- In volleyball allow students to catch the ball and throw it and/or allow the ball to bounce.

2. Require tasks to be more difficult for able-bodied students (e.g., have the able-bodied students run backward, crawl on hands and knees, do jumping jacks, etc., to equalize competition).

- Allow students time to demonstrate a task that is commensurate with their abilities.
- Play games on gymnasium floors or on other smooth surfaces that do not limit mobility.
- Ask the challenged student the best way to modify the game to allow him/her to participate.
- Ask other students in the class for their ideas on ways to modify games.
- Have everyone agree that an activity modification is fair to all.

3. Decrease Distances in Physical Education Activities

- Run only half the distance in a relay.
- Move bases closer together.
- Allow students to be closer to the target/goal/net.
- Decrease the size of the court/field so students have less territory to cover.
- In volleyball or badminton, allow students to serve from mid-court or set the ball to another player.

4. Provide Additional Opportunities

- Allow three foul shots instead of two, four strikes instead of three, ten arrows instead of six, etc.
- Use a buddy system where an able-bodied student assists a challenged student, giving all students the opportunity to help.
- Match ability to position on the field in a game to ensure success for the challenged student (e.g., a student in a wheelchair could be a pitcher for kickball, using a ramp to deliver the ball, a student with a heart problem could play goalie in soccer or a pitcher in softball).

5. Provide Adapted Equipment

- PVC gutter ramp for rolling a ball
- Larger, lighter and/or softer ball
- Larger and/or flatter bases, goals, targets, baskets, etc.
- Bowling ball with retractable handle
- Larger bat
- Bowling ramp
- Beeper balls
- Larger racquet (face and shaft)

6. Deemphasize Winning

- Encourage students to "Do the best you can, participate, have a good time, and learn." Do **NOT** post the best fitness scores. (You may want to post the most improved).
- Teach all students not to fear mistakes, as mistakes present a learning opportunity.
- Individualize curriculum as much as possible for **ALL** students in a class.
- Set realistic expectations for all students. Encourage students with positive comments such as "You did better," "Great effort," "Do the best you can," and "Have fun."

For additional ideas and games go to:

<http://www.pecentral.org/adapted/adaptedactivities.html>

Physical Education

Appendix F: Glossary

A

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

B

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.

C

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 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.

D

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.

E

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

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

F

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 principle: Frequency (exercise must be regular to be effective) Intensity (to produce fitness gains, exertion must be beyond daily exertion requirements), Time (duration of activity must be sufficient to improve fitness), Type (aerobic or anaerobic exercise).

Flexibility: The range of motion available at a given joint of the body.

Food guide pyramid: A visual, online tool used to assist children and adults to plan healthy eating habits based on the Dietary Guidelines for America.

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.

G

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

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

H

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

I

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

L

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

Locomotor (movement) skills: Skills used to move the body from one place to another. Basic locomotor steps are the walk, run, hop, jump, skip, slide, and gallop.

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

M

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

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

Melanoma: The most serious form of skin cancer.

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/minute minus the participant's age.

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

Muscular endurance: The ability of the muscles to perform without fatigue for an extended period of time.

Muscular strength: The amount of force that is produced by muscles contracting, as measured by one maximum attempt in an activity.

N

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.

O

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

P

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 that increases energy expenditure.

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

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.

R

Repetitions: The number of times an exercise is repeated.

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

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

S

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.

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

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

T

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

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

V

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 age. The maximum heart rate is 220 beats per minute minus the participant's age. Vigorous activity is characterized by sweating and breathing hard.

W

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