

PHYSICAL EDUCATION STANDARDS

Content Standard: **Movement Patterns and Skills**

Student will demonstrate various forms of movement in space, perform balance tasks and perform a segmented log roll.

Performance Standards:

- A. Demonstrate traveling at different speeds in general space.
- B. Demonstrate non-locomotor skills in personal space.
- C. Demonstrate balance tasks by standing on 1 foot for 8 seconds and walking forward on a beam.
- D. Demonstrate a log roll down a mat.

Essential & Enduring Knowledge (What the student must know...)

- A. Personal and general space in regards to spatial awareness
Speed changes when moving fast or slow.
- B. Key elements of non-locomotor movements
Flexion, extension and rotation
- C. Static and dynamic balance.
- D. Segmental body rotation - log roll

Essential Skills (What the student must do...)

- A. Demonstrate the ability to travel in general space using locomotion.
Demonstrate various speeds while moving such as fast and slow.
- B. Demonstrate non-locomotor Movements such as twist, reach, sway, stretch, and bend.
Demonstrate flexion, extension and rotation of various body parts such as extending legs, flexing arms, and rotating body 180 degrees.
- C. Demonstrate static balance such as a 2 point balance from quadrupedal position, standing on 1 foot.
Demonstrate dynamic balance while walking forward and sideward on a low beam.
- D. Demonstrate a log roll.

PHYSICAL EDUCATION STANDARDS

Content Standard: Object Control Skills

Student will develop basic object control skills such as catching a bouncing ball, tossing a ball to a target, bouncing a ball with two hands, and foot passing a ball.

Performance Standards:

- A. Demonstrate the ability to drop a ball and catch it before it bounces twice.
- B. Demonstrate the ability to underhand toss an object to a target using the correct power.
- C. Demonstrate the ability to bounce a ball with two hands repeatedly.
- D. Demonstrate the ability to pass a ball to a target using the inside of the foot.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements for catching a bounced ball, a rolled ball, and small and large objects.
Elements of skill performance such as form, power, accuracy and consistency.
- B. Key elements for rolling a ball to a target.
Key elements for an underhand toss to self and to a target.
Elements of skill performance such as form, power, accuracy and consistency.
- C. Key elements for bouncing a ball with two hands.
Elements of skill performance such as form, power, accuracy and consistency.
- D. Key elements for foot passing a stationary object.
Elements of skill performance such as form, power, accuracy and consistency.

Essential Skills (What the student must do...)

- A. Demonstrate the ability to catch small and large objects that have been rolled or bounced.
Demonstrate elements of skill performance such as form, power, accuracy and consistency.
- B. Demonstrate the ability to roll a ball to a target.
Demonstrate the ability to underhand toss a ball to a target.
Demonstrate elements of skill performance such as form, power, accuracy and consistency.
- C. Demonstrate the ability to bounce a ball with two hands repeatedly.
Demonstrate elements of skill performance such as form, power, accuracy and consistency.
- D. Demonstrate the ability to pass a ball to a target using the inside of the foot.
Demonstrate elements of skill performance such as form, power, accuracy and consistency.

PHYSICAL EDUCATION STANDARDS

Content Standard: Dance & Rhythmic Patterns

Student will identify the key elements of rope jumping and move to a rhythmical beat.

Performance Standards:

- A. Identify the key elements to jumping with short and long ropes.
- B. Imitate and create movement in response to a selected rhythm.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements for jumping with short and long ropes.
- B. Recognize a musical beat.

Essential Skills (What the student must do...)

- A. Identify the key elements for jumping with a short and long rope.
- B. Imitate movements to musical phrases and rhythms.
Create rhythmic movement.

PHYSICAL EDUCATION STANDARDS

Content Standard: Health & Fitness

Student will learn the effect of physical activity on the heart and breathing rate, basic body parts, personal safety, and the five components of physical fitness.

Performance Standards:

- A. Observe and describe the immediate effects of physical activity on the heart and breathing rate.
- B. Identify several basic body parts.
- C. Understand the importance of safety in regards to attire, heat illness, and playing near water.
- D. Understand that there are five components of physical fitness.

Essential & Enduring Knowledge (What the student must know...)

- A. Benefits of daily moderate to vigorous physical activity
Immediate effects of exercise on the heart and breathing rate.
- B. Basic body part recognition
- C. Proper shoes and clothes provide safety during play.
Symptoms of heat illness.
Water safety rules
Importance of rest for the body
- D. Five components of physical fitness

Essential Skills (What the student must do...)

- A. Describe the benefits of daily moderate to vigorous physical activity.
Identify rest as an important part of a healthy lifestyle.
Participate in various activities to increase heart rate & breathing rate
Describe the effects of physical activity on the heart and breathing rate.
- B. Identify basic body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- C. Identify proper shoes and clothes for activity.
Understand the signs and symptoms of heat illness.
Identify basic water safety rules such as never swim alone, never run around pools, look before jumping, and enter feet first.
Describe the importance of rest for the body.
- D. Understand that there are five components of physical fitness.
Participate in activities that are related to the five components of physical fitness.

PHYSICAL EDUCATION STANDARDS

Content Standard: Social Development

Student will learn to respond appropriately to start and stop signals and work in a diverse setting without interfering with other students.

Performance Standards:

- A. Demonstrate the ability to respond appropriately to start and stop signals.
- B. Work independently in a diverse setting without interfering with other students.

Essential & Enduring Knowledge (What the student must know...)

- A. Start/Stop signals
Boundaries
- B. Importance of cooperation in a group setting.
Importance of sharing space and equipment

Essential Skills (What the student must do...)

- A. Respond appropriately to start/stop signals.
Play within boundaries.
- B. Work independently in a diverse setting without interfering with other students.

PHYSICAL EDUCATION STANDARDS

Content Standard: **Movement Patterns and Skills**

Student will demonstrate locomotor skills, perform balance tasks, and demonstrate a base of support affecting balance.

Performance Standards:

- A. Identify and demonstrate key elements for locomotor skills in general space.
- B. Demonstrate static balance by balancing on one foot with eyes open for 10 seconds and eyes closes for 3-5 seconds.
- C. Demonstrate a base of support and identify the various elements that affect balance.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements for foot patterns and body position for locomotor skills
- B. Static and dynamic balance
- C. Basic elements of base of support

Essential Skills (What the student must do...)

- A. Demonstrate locomotor patterns such as walk, run, gallop, jump, hop, leap, slide, and skip.
- B. Demonstrate static balance positions such as stand on 1 foot with eyes open & closed, create a "statue" and balance on one, two, and three body parts.
Demonstrate dynamic balance on a beam such as walking forwards and backwards.
- C. Demonstrate a base of support in various positions such as kneeling or standing.

PHYSICAL EDUCATION STANDARDS

Content Standard: Object Control Skills

Student will demonstrate basic skills such as catching and tossing a small object, bouncing a ball repeatedly, kicking a stationary object, and striking a stationary object.

Performance Standards:

- A. Demonstrating the key elements, catch a small, underhand tossed object repeatedly with a partner.
- B. Demonstrate the ability to bounce a ball repeatedly with one hand.
- C. Demonstrating the key elements, kick a stationary object using a smooth, continuous running step.
- D. Demonstrating the key elements, strike a ball off a batting tee.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements for catching an underhand tossed small object.
Key elements for throwing underhand and overhand.
Elements of skill performance such as form, power, accuracy, and consistency.
- B. Key elements for bouncing an object with dominant and non-dominant hand.
Elements of skill performance such as form, power, accuracy, and consistency.
- C. Key elements for kicking a stationary object.
Elements of skill performance such as form, power, accuracy, and consistency.
- D. Key elements for striking a stationary object and a moving object.
Elements of skill performance such as form, power, accuracy, and consistency.

Essential Skills (What the student must do...)

- A. Demonstrate the ability to catch a small object.
Demonstrate the ability to catch an underhand tossed object.
Demonstrate the ability to underhand toss an object to a target.
Practice the ability to overhand throw an object at a target.
Demonstrate the elements of skill performance such as form, power and accuracy.
- B. Demonstrate the ability to bounce a ball using either the dominate or non-dominate hand.
Demonstrate the elements of skill performance such as form, power, accuracy, and consistency.
- C. Demonstrate the ability to kick a stationary object, such as a large ball, while moving forward.
Demonstrate the elements of skill performance such as form, power, accuracy, and consistency.
- D. Demonstrate the ability to strike a stationary object, such as a ball off a batting tee.
Demonstrate the ability to strike a moving object, such as a beach ball with one's hand.
Demonstrate the elements of skill performance such as form, power, accuracy, and consistency.

PHYSICAL EDUCATION STANDARDS

Content Standard: Dance & Rhythmic Patterns

Student will demonstrate jumping with short and long ropes, and clap in time to simple rhythmical beats.

Performance Standards:

- A. Demonstrate jumping with short and long ropes.
- B. Clap in time to a simple rhythmical beat.

Essential & Enduring Knowledge (What the student must know...)

- B. Key elements for jumping with short and long ropes.
- C. Simple rhythmic beats

Essential Skills (What the student must do...)

- A. Demonstrate jumping with short and long ropes.
- B. Use an object, such as a lumni stick, to keep a beat.
Clap in time to a simple rhythmical beat such as in Mary had a little lamb or Old McDonald had a farm.

PHYSICAL EDUCATION STANDARDS

Content Standard: Health & Fitness

Students will learn about activities for the five components of physical fitness as well as important functions of the heart and lungs.

Performance Standards:

- A. Identify one physical activity that increases your heart rate and breathing rate.
- B. Locate and explain the purpose of the heart and lungs.
- C. Describe personal safety precautions such as proper hydration and wearing protective equipment.
- D. Identify at least one activity for one of the five fitness components.

Essential & Enduring Knowledge (What the student must know...)

- A. Types of activities that increase your heart rate and breathing rate.
Importance of eating regular meals.
- B. Location of the hearts and lungs.
Purpose of the heart and lungs
Interaction of bones and muscles to provide movement.
- C. Proper use and care of equipment.
Purpose of wearing protective equipment
Importance of proper hydration
- D. Activity examples of the five components of physical fitness

Essential Skills (What the student must do...)

- A. Identify activities the increase your heart rate and breathing rate.
Participate in various activities that will increase heart rate and breathing rate.
Describe the importance of eating regular meals.
- B. Identify the location of the heart and lungs.
Describe the purpose of the heart and lungs.
Describe how bones and muscles interact to generate movement.
- C. Demonstrate proper use and care of equipment.
Describe the purpose of wearing protective equipment such as a helmet and elbow pads.
- D. Identify activity examples for the five components of physical fitness, such as:
 - Climbing, hanging, momentary body support on hands for muscular strength;
 - Traveling hand-over-hand along a horizontal ladder or curl-ups for muscular endurance.
 - Straddle stretch or v-sit for flexibility.
 - Cardiovascular endurance, muscular strength, and muscular endurance will all help improve body composition.
 - Jogging or swimming for cardiovascular endurance.

PHYSICAL EDUCATION STANDARDS

Content Standard: Social Development

Student will understand boundaries, rules of simple games, and the importance of handling equipment safely and properly.

Performance Standards:

- A. Demonstrate the ability to explain the boundaries and rules of a simple game.
- B. Demonstrate the ability to handle equipment safely and properly while participating in an individual movement task or group activity.

Essential & Enduring Knowledge (What the student must know...)

- A. Boundaries and rules of a simple game.
- B. Proper handling and safety with equipment

Essential Skills (What the student must do...)

- A. Demonstrate the ability to explain boundaries and rules of a simple game.
- B. Demonstrate the ability to handle equipment safely and properly while participating in individual movement task or group activity.

PHYSICAL EDUCATION STANDARDS

Content Standard: **Movement Patterns and Skills**

Student will demonstrate proficiency in walking, running, galloping and jumping within various movement forms. Balance tasks, jumps, and landings will also be demonstrated.

Performance Standards:

- A. Demonstrate well-developed locomotor patterns including walk, run, gallop as well as jump at various speeds, levels and in various pathways.
- B. Demonstrate static balance and stunts within symmetrical and non-symmetrical positions.
- C. Demonstrate well-developed jumps and landings in vertical and horizontal planes.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements of mature locomotor patterns
Elements to vary locomotor patterns:
speed, level, and pathway/direction.
- B. Elements of static balance for symmetrical and non-symmetrical shapes
- C. Key elements to jumping and landing in vertical and horizontal planes.
Smooth transitions from one stunt to another
Transfer of weight from one body part to another

Essential Skills (What the student must do...)

- A. Demonstrate well-developed locomotor patterns including walk, gallop, run, and jump. Demonstrate speed and direction changes while doing locomotor patterns.
Demonstrate locomotor patterns combining levels and pathways into simple sequences such as run high on tip-toes, walk low in zig-zag patterns.
Demonstrate chasing, fleeing and dodging skills.
- B. Demonstrate static balance abilities in symmetrical and non-symmetrical positions such as 2 & 3 point balances, sit balance
Demonstrate smooth transitions in stunts such as moving from a straddle position to a trunk position.
Demonstrate weight control transfers such as falling forward on hands.
- C. Demonstrate vertical jumping & landing such as touching a suspended object.
Demonstrate horizontal jumping such as jumping over a rope for distance.

PHYSICAL EDUCATION STANDARDS

Content Standard: Object Control Skills

Student will learn and demonstrate the skills of overhand throwing, hand dribbling, foot juggling, and striking objects with a short handled implement.

Performance Standards:

- A. Demonstrating the elements of performance, throw an object overhand at a target.
- B. Demonstrating the elements of performance, dribble with dominant hand in personal space.
- C. Demonstrating correct balance and weight transfer, tap a ball from foot to foot while remaining in one location.
- D. Identify and demonstrate the key elements of a proper grip when holding a short handled implement.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements for throwing overhand.
Elements of skill performance such as form, power, accuracy, and consistency.
- B. Key elements for dribbling with dominant hand and non-dominant hand.
Elements of skill performance such as form, power, accuracy, and consistency.
- C. Correct balance and weight transfer during foot dribbling
Elements of skill performance such as form, power, accuracy, and consistency.
- D. Key elements for striking using proper grip for short-handled implement.
Elements of skill performance such as form, power, accuracy, and consistency.

Essential Skills (What the student must do...)

- A. Demonstrate an overhand throw to a target using the elements of skill performance.
- B. Demonstrate the ability to dribble with dominant and non-dominant hand using correct form, power, and accuracy.
- C. Using correct balance and weight transfer, foot dribble or juggle a ball.
Demonstrate the elements of skill performance such as form, power, accuracy, and consistency.
- D. Identify and demonstrate the proper grip in striking a slow-moving object, such as a balloon or beach ball with paddle.
Demonstrate the elements of skill performance such as form, power, accuracy, and consistency.

PHYSICAL EDUCATION STANDARDS

Content Standard: Dance & Rhythmic Patterns

Student will demonstrate a double bounce technique when jumping with a short rope and perform rhythmical a sequence in 4/4 underlying beat.

Performance Standards:

- A. Demonstrate the key elements for the double bounce technique and jump repeatedly with a short rope.
- B. Perform a rhythmical sequence such as a folk dance or ribbon routine in 4/4 underlying beat.

Essential & Enduring Knowledge (What the student must know...)

- A. Double bounce jump rope technique
- B. Rhythmical sequences
4/4 underlying beat

Essential Skills (What the student must do...)

- A. Demonstrate the double bounce techniques while jumping with short rope repeatedly.
- B. Move to a 4/4 underlying beat such as in the Hokey Pokey.
Perform rhythmical sequences such as simple folk and ribbon routines.

PHYSICAL EDUCATION STANDARDS

Content Standard: Health & Fitness

Students will comprehend sun safety, the major bones of the body, and the key elements for tasks within the five components of physical fitness.

Performance Standards:

- A. Describe the importance of proper warm-up and cool-down routines.
- B. Identify major bones of the body.
- C. Describe the importance of proper sun care.
- D. Demonstrating the key elements, perform a task using correct form for one fitness component.

Essential & Enduring Knowledge (What the student must know...)

- A. Importance of proper warm-up and cool-down routines.
Negative effects of smoking on the lungs and ability to exercise
- B. Major bones of the body
Function of blood in the body.
- C. Proper sun care
- D. Key elements for tasks for the five fitness components

Essential Skills (What the student must do...)

- A. Describe the importance of proper warm-up and cool-down routines.
Identify the effects of smoking on the lungs and ability to exercise.
Participate in various activities that will increase their heart rate and breathing rate.
- B. Identify major bones, such as skull, spine, pelvis, shoulder bones, arm bones, and leg bones
Describe the function of blood in the body.
- C. Explain the importance of proper sun care.
- D. Using correct form, perform a task for each of the five components of physical fitness.

PHYSICAL EDUCATION STANDARDS

Content Standard: Social Development

Student will learn to follow directions and display good sportsmanship and respect for others.

Performance Standards:

- A. Follows directions given to the class for an all class activity.
- B. Displays good sportsmanship and the ability to treat other classmates with respect during play regardless of their playmates' personal differences.

Essential & Enduring Knowledge (What the student must know...)

- A. Importance of following directions
- B. Appropriate interaction, cooperation and respect of others
Good Sportsmanship

Essential Skills (What the student must do...)

- A. Follow directions given to the class for an all class activity.
- B. Displays good sportsmanship and the ability to treat other classmates with respect during play regardless of their playmates' personal differences.

PHYSICAL EDUCATION STANDARDS

Content Standard: **Movement Patterns and Skills**

Student will demonstrate movement patterns combining hopping, skipping, leaping and sliding. Student will demonstrate safety positions and the ability to move in and out of positions with control.

Performance Standards:

- A. Demonstrate combinations in repeatable sequences of well-developed locomotor patterns including hopping, skipping, leaping and sliding while moving in a variety of directions.
- B. Demonstrate the ability to move in and out of a balanced position with control
- C. Demonstrate a tuck position and describe its importance in regards to safety.
- D. Demonstrate the ability to jump or leap off of a type of equipment with the body under control.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements of well-developed locomotor patterns
Combining locomotor patterns in various directions/pathways
- B. Static and dynamic balance after disturbance
- C. Key elements of the tuck position
Importance of tuck position in regards to safety
- D. Key elements of movements off of equipment and onto a surface.

Essential Skills (What the student must do...)

- A. Demonstrate well-developed locomotor patterns including hop, leap, slide and skip.
Demonstrate locomotor patterns combined into repeatable sequences such as run, hop, skip, and walk
Demonstrate locomotor skills in various pathways such as forward and sideward
- B. Demonstrate moving in and out of a balanced position such changing from a lunge position to an arabesque.
Demonstrate a tuck position.
Describe the importance of the tuck position in regards to safety.
- C. Demonstrate a controlled movement off of equipment and onto a surface such as leaping with one foot off a beam.

PHYSICAL EDUCATION STANDARDS

Content Standard: Object Control Skills

Student will throw overhand using mature form, strike a slow moving object, learn the key elements of sport specific skills, and know the elements of skill performance.

Performance Standards:

- A. Demonstrate the ability to overhand throw to a moving object 15 feet away using a mature form of the elements of skill performance.
- B. Demonstrating the elements of skill performance, strike a stationary object with a long-handled implement such as in golf.
- C. Identify the key elements for sport specific skills.
- D. Identify the elements of skill performance.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements for throwing overhand.
Elements of skill performance such as form, power, accuracy, and consistency.
- B. Key elements for striking an object with a long-handled implement.
Elements of skill performance such as form, power, accuracy, and consistency.
- C. Key elements for sport specific skills
- D. Elements of skill performance form, power, accuracy, and consistency.

Essential Skills (What the student must do...)

- A. Overhand throw to a moving object at various distance using elements of skill performance.
- B. Demonstrating the elements of skill performance, strike a stationary object with a long-handled implement such as in golf.
- C. Identify the key elements for skills such as shooting, passing, and serving.
- D. Identify and explain the elements of skill performance.

PHYSICAL EDUCATION STANDARDS

Content Standard: Dance & Rhythmic Patterns

Student will demonstrate single bounce technique in rope jumping, key elements of entering and exiting a turned long rope, and basic tinkling steps to $\frac{3}{4}$ times.

Performance Standards:

- A. Demonstrating the single bounce technique, perform a simple rope jumping skill.
- B. Enter and exit a turned long rope.
- C. Perform a basic tinkling step to $\frac{3}{4}$ times.

Essential & Enduring Knowledge (What the student must know...)

- A. Single bounce rope jumping technique
Simple rope jumping skills.
- B. Entering and exiting a turned long rope
- C. $\frac{3}{4}$ time
Tinkling step pattern

Essential Skills (What the student must do...)

- A. Demonstrating the single bounce technique, perform a simple rope jumping skill such as the skier, the bell, or the side swing.
- B. Enter and exit a turned long rope.
- C. Perform a basic tinkling step to $\frac{3}{4}$ times such as close-tap-tap.

PHYSICAL EDUCATION STANDARDS

Content Standard: Health & Fitness

Students will comprehend the importance of lifetime activities, precautions that should be taken when exercising near traffic, and develop fitness goals.

Performance Standards:

- A. Describe the benefits of a lifetime activity and give one example.
- B. Identify and describe the function of major muscles in the body.
- C. Describe precautions that should be taken while exercising near traffic.
- D. Develop and maintain short term goals for a task in each fitness component.

Essential & Enduring Knowledge (What the student must know...)

- A. Definition of a lifetime activity.
Examples of lifetime activities such as walking and golf.
Benefits of lifetime activities such as stress reduction.
Heart-healthy foods and foods for energy
Importance of good posture.
- B. Location and function of major muscles
- C. Precautions while exercising such as use near traffic
- D. Goal setting components for fitness
Five components of physical fitness and tasks for each.
Technology tools

Essential Skills (What the student must do...)

- A. Define lifetime activity.
Identify activities that are considered lifetime activities.
Describe the benefits of participating in lifetime activities.
Identify heart-healthy foods as well as foods for energy.
Explain the importance of good posture.
- B. Identify the location of major muscles such as quadriceps, biceps, triceps, gluteus maximus, hamstrings, abdominals, & pectoral muscles.
Describe the function of the following major muscles: quadriceps, biceps, triceps, gluteus maximus, hamstrings, abdominals, & pectoral muscles.
- C. List the precautions that should be taken while exercising in near traffic.
- D. Develop and maintain short term goals for a task in each fitness component in regards to fitness testing.
Explain the importance of setting obtainable and sustainable goals.
Self-monitor and/or record activity for intensity and improvement by using tools such as pedometers and heart rate monitors.

PHYSICAL EDUCATION STANDARDS

Content Standard: Social Development

Student will learn to react appropriately following a personal infraction and learn ways to interact, cooperate and respect classmates.

Performance Standards:

- A. Demonstrates the ability to accept the teacher's decision regarding a personal rule infraction without displaying negative reactions.
- B. Analyzes an activity for possible ways to improve cooperation among classmates such as sharing equipment and taking turns.

Essential & Enduring Knowledge (What the student must know...)

- A. Importance of accepting consequences without negative reaction.
- B. Sharing space/equipment
Appropriate ways to interact, cooperate and respect others

Essential Skills (What the student must do...)

- A. Demonstrates the ability to accept the teacher's decision regarding a personal rule infraction without displaying negative reactions.
- B. Analyzes an activity for possible ways to improve cooperation among classmates such as sharing equipment and taking turns.

PHYSICAL EDUCATION STANDARDS

Content Standard: **Movement Patterns and Skills**

Student will perform locomotor patterns at different speeds and levels while making smooth transitions from one to another.

Performance Standards:

- A. Create and perform a movement sequence that includes smooth transitions from one locomotor skill to another at varying speeds.
- B. Demonstrate dynamic balance on a beam.
- C. Identify and perform the key elements of jumping

Essential & Enduring Knowledge (What the student must know...)

- A. Movement concepts related to locomotor skills including directions/pathways, levels, speed, spatial relationships, and control
Movement sequences
- B. Static and dynamic balance after disturbance.
- C. Key elements of jumping in vertical and horizontal planes.

Essential Skills (What the student must do...)

- A. Traveling in a variety of pathways and directions, demonstrate a smooth transition from one locomotor skills to another.
Demonstrate locomotor patterns combined into repeatable sequences utilizing various levels, speeds and pathways.
Demonstrate body control in movement sequences of locomotor skills.
- B. Demonstrate body control on a beam while moving such as catching a tossed ball.
Demonstrate body control on a beam while moving such as bouncing a ball on the floor, twirling a hula hoop on the arm.
- C. Demonstrate key elements of jumping and landing for height and distance such bending knees, swinging arms.

PHYSICAL EDUCATION STANDARDS

Content Standard: Object Control Skills

Student will hand dribble in a dynamic situation, understand the difference in foot placement when kicking, strike an object with a long-handled implement and use the elements of skill performance to provide feedback about sport specific skills.

Performance Standards:

- A. Demonstrating key elements, hand dribble in a controlled manner in a dynamic situation.
- B. Analyze the difference in foot placement when kicking a stationary object, a ball moving away, and a ball moving towards.
- C. Demonstrating the elements of skill performance, strike a medium-speed moving object with a long-handled implement.
- D. Analyze a partner and provide accurate feedback for the elements of skill performance for a sport specific skill such as shooting a set shot.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements for hand dribbling in a controlled manner.
- B. Key elements for kicking a stationary object and a moving object.
- C. Key elements for striking a medium-speed object with a long-handled implement. Elements of skill performance such as form, power, accuracy, and consistency
- D. Key elements for sport specific skills. Elements of skill performance such as form, power, accuracy, and consistency in relation to sport specific skills.

Essential Skills (What the student must do...)

- A. Hand dribble in a dynamic situation.
- B. Describe the foot placement when kicking a stationary object.
Describe the foot placement when kicking a moving object that is moving towards and away.
- C. Demonstrating the elements of skill performance, strike a medium-speed moving object with a long-handled implement such as in slow-pitch softball.
- D. Practice sport specific skill such as a set-shot or lay-up in basketball, chest or bounce pass in basketball, serving underhand in volleyball or serving overhead in tennis.
Explain the elements of skill performance – form, power, accuracy, and consistency – for sport specific skills.

PHYSICAL EDUCATION STANDARDS

Content Standard: Dance & Rhythmic Patterns

Student will demonstrate a variety of rope jumping skills and create movement sequences.

Performance Standards:

- A. Master a variety of rope jumping skills with a short rope.
- B. Perform a rope jumping skill with a partner using a long rope.
- C. Create a movement sequence with a beginning, middle and end that includes at least one basic folk dance step.

Essential & Enduring Knowledge (What the student must know...)

- A. Various rope jumping skills with a short rope
- B. Partner skills with a long rope
- C. Movement sequences with beginning, middle and end.
Basic folk dance steps

Essential Skills (What the student must do...)

- A. Master a variety of rope jumping skills with a short rope such as straddle, straddle cross, wounded duck, rocker, backward, scissors, and partner jump.
- B. Perform rope jumping skills with a partner using a long rope.
- C. Create a movement sequence with a beginning, middle and end that includes at least one basic folk dance step such as the grapevine, schottische or step-together-step.

PHYSICAL EDUCATION STANDARDS

Content Standard: Health & Fitness

Students will develop an understanding for the interactions of the muscular and skeletal systems. Student will incorporate principles of FIT into long-term goal setting.

Performance Standards:

- A. Analyze an exercise program for anaerobic and aerobic activities.
- B. Identify basic systems of the body.
- C. Describe the importance of bicycle safety.
- D. Develop a personal activity log incorporating the principles of FIT (frequency, intensity, and time).

Essential & Enduring Knowledge (What the student must know...)

- A. Definitions of Aerobic/Anaerobic.
Aerobic activities and their purpose.
Long term effects on the body such as increased longevity, improved health
- B. Basic systems of the body
- C. Bicycle rules and safety precautions such as in the Super Cyclist Program.
- D. Personal activity log
Five components of physical fitness
Principles of FIT
Technology tools

Essential Skills (What the student must do...)

- A. **Define aerobic and anaerobic activity.**
State the purpose of aerobic and anaerobic activity.
Give examples of aerobic and anaerobic activities.
Participate in aerobic and anaerobic activities.
- B. **Identify basic systems of the body such as cardiovascular, circulatory, muscular, and skeletal systems.**
- C. **Participate in the Super Cyclist Program. Describe the importance of bicycle safety.**
- D. Develop a personal activity log for 3 days.
Participate in activities for each of the fitness components.
Incorporate the Principles of FIT –frequency, intensity, and time into goal setting.
Self-monitor and/or record activity for intensity and improvement by using tools such as pedometers and heart rate monitors.

PHYSICAL EDUCATION STANDARDS

Content Standard: Social Development

Student will understand the differences between compliance and non-compliance of rules and how to win and lose in a respectful manner.

Performance Standards:

- A. Distinguishes the differences between compliance and non-compliance of rules and procedures.
- B. Demonstrate the ability to win and lose in a respectful manner.

Essential & Enduring Knowledge (What the student must know...)

- B. Compliance and non-compliance of rules and procedures
- C. Appropriate responses to winning and losing

Essential Skills (What the student must do...)

- A. Distinguishes the differences between compliance and non-compliance of rules and procedures.
- B. Demonstrates the ability to win and lose with dignity and understanding.

PHYSICAL EDUCATION STANDARDS

Content Standard: **Movement Patterns and Skills**

Students will incorporate locomotor skills and controlled movements into structured game-like activities.

Performance Standards:

- A. Integrate and perform a combination of locomotor skills to be used in a structured situation.
- B. Demonstrate dynamic balance incorporating forms of movement and using various types of equipment.
- C. Demonstrate stunts that include agility and identify the key elements.

Essential & Enduring Knowledge (What the student must know...)

- A. Combining locomotor skills at various levels in structured situations.
Smooth transitions from one locomotor skill to another.
- B. Dynamic balance on apparatus
- C. Simple stunts that involve agility.

Essential Skills (What the student must do...)

- A. Demonstrate combinations of locomotor skills representing various levels in structured situations such as running and jumping vertically to rebound a ball.
Demonstrate smooth combinations of locomotor skills in structured situations.
- B. Demonstrate dynamic balance using apparatus such as a balance board, beam, and stilts.
- C. Demonstrate simple stunts that include agility such as jumping off a bench for height and distance.

PHYSICAL EDUCATION STANDARDS

Content Standard: Object Control Skills

Student will foot dribble in a dynamic situation, analyze the skill of striking in more than one sport, demonstrate the key elements for a sport specific skill, and use the elements of skill performance to improve a skill.

Performance Standards:

- A. Demonstrate the foot-dribble and maintain ball possession in a dynamic situation.
- B. Compare and contrast the skill of striking in two or more sports.
- C. Identify and demonstrate the key elements for a sport specific skill such as a lay-up.
- D. Self-analyze, provide corrective feedback and identify appropriate drills and/or activities to improve the elements of skill performance for a specific skill.

Essential & Enduring Knowledge (What the student must know...)

- A. Key elements for foot dribbling with control and maintaining possession.
- B. Key elements for striking in various sports.
- C. Key elements for sport specific skills.
- D. Elements of skill performance such as form, power, accuracy, and consistency.

Essential Skills (What the student must do...)

- A. Foot-dribble in a dynamic situation and maintain possession.
- B. Compare and contrast the skill of striking in two or more sports.
- C. Know and demonstrate the key elements for a sport specific skill such as overhead serving in tennis.
- D. Self-analyze, provide corrective feedback and identify appropriate drills/activities to improve the elements of skill performance for a specific skill.

PHYSICAL EDUCATION STANDARDS

Content Standard: Dance and Rhythmic Patterns

Student will demonstrate various rope jumping skills, analyze complex rope jumping skills, and demonstrate the polka step.

Performance Standards:

- A. Demonstrate a short, long or double rope jumping skill in master form.
- B. Analyze a complex rope jumping skill for its simple components.
- C. Making compass directional changes, demonstrate a correct pattern for the polka step.

Essential & Enduring Knowledge (What the student must know...)

- A. Short, long, and double Dutch jump rope skills
- B. Complex skills
Simple components
- C. Compass directions
Polka step pattern (hop-step-together-step)

Essential Skills (What the student must do...)

- A. Demonstrate a short, long or double rope jumping skill, such as mad dog, twister, criss - cross arms, double dutch, double under, hop-scotch, heel to heel, heel to toe, and partner jump sequences, repeatedly in master form.
- B. Analyze a complex rope jumping skill for its simple components.
- C. Making compass directional changes, demonstrate a correct pattern for the polka step.

PHYSICAL EDUCATION STANDARDS

Content Standard: Health & Fitness

Student will design a fitness and nutritional plan and describe various levels and treatments of heat illness.

Performance Standards:

- A. Identify the long term healthy effects of physical activity on the body both physically and psychologically.
- B. Describe how the muscular and skeletal systems work together to generate movement.
- C. List the different types of heat illness, the levels of seriousness, and the basic treatments.
- D. Design and maintain a fitness program and nutritional plan for outside the physical education class that will help achieve fitness testing goals.

Essential & Enduring Knowledge (What the student must know...)

- A. Long term healthy effects of physical activity on the body both physically and psychologically
- B. Muscular and skeletal systems interact to generate movement.
- C. Types, levels, and treatments of heat illness.
- D. Essential nutrients
 - Importance of a balanced eating plan
 - Effects of tobacco, alcohol & other drugs on the body
 - Principles of FIT
 - Target heart rate zones
 - Five components of physical fitness
 - Technology tools

Essential Skills (What the student must do...)

- A. Identify the long term healthy effects of physical activity on the body both physically and psychologically.
- B. Describe how the muscular and skeletal systems work together to generate movement such as muscles pull on bones to cause movement, muscles work in pairs (flexion/extension), muscles work by contracting and relaxing.
- C. Identify the different types of heat illness. Identify the levels of seriousness for each type of heat illness. Describe the basic treatment for heat cramps, heat exhaustion, and heat stroke.
- D. Identify the essential nutrients such as - proteins, carbohydrates, fats, minerals, vitamins, & water. Explain the importance of a balance eating plan. Describe the effects of tobacco, alcohol, and other drugs on the body. Identify the principles of FIT (frequency, intensity, and time) and incorporate them into a fitness program. Explain target heart rate zones. Self -monitor and/or record activity for intensity and improvement by using tools such as pedometers and heart rate monitors. Participate in activities for each of the fitness components such as for the Fitnessgram

PHYSICAL EDUCATION STANDARDS

Content Standard: Social Development

Student will learn proper etiquette and the importance of generating acceptable solutions for all.

Performance Standards:

- B. Describe and give an example of proper etiquette in an activity.
- C. Using good sportsmanship skills, generate a solution to a problem that is acceptable for all.

Essential & Enduring Knowledge (What the student must know...)

- B. Proper etiquette
- C. Good sportsmanship skills in relation to problem solving

Essential Skills (What the student must do...)

- A. Describe and give an example of proper etiquette in an activity.
- B. Using good sportsmanship skills, generate a solution to a problem that is acceptable for all.