

PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

The quality and productivity of each individual's life is enhanced through participation in a comprehensive, sequentially planned physical education program that promotes through movement the physical, mental, emotional and social well-being of every individual in the pursuit of lifelong health. (*Physical Education Framework for California Public Schools, Kindergarten through Grade Twelve*, 1994)

The present document was produced through inspired collaboration among three groups in the District: the physical education and adapted physical education teachers from every grade level, parents and administrators. Several published works served as important models: the California Physical Education Framework, the California Region 9 *Sample Physical Education Content Standards*; and the *National Standards for Physical Education: A Guide to Content and Assessment* (NASPE, 1995).

The goal of the Physical Education Standards Committee has been to create rigorous standards for physical education study by all students in the San Diego City Schools. The *content standards* specify what students should know at each grade level. They are general statements which nonetheless provide clear and fixed targets for curriculum, instruction and assessment. The *performance standards* define the expected level of achievement of the content standards. They specify "how good is good enough." The performance standards articulate and target high expectations, not minimum competencies.

Research has demonstrated that there is a positive link between physical activity and academic learning. The healthy and physically active child is likely to be academically motivated, alert and successful. We believe that the standards proposed in this publication will help develop students who will:

- Demonstrate competency in many movement forms and proficiency in some of them.
- Apply movement concepts and principles to the learning and development of motor skills.
- Enjoy physically active lifestyles.
- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate responsible personal and social behavior in the context of physical activities.
- Demonstrate understanding and respect for differences among people in the context of physical activity settings.
- Understand that physical activities provide opportunities for enjoyment, challenge, self-expression and social interaction. (NASPE, 1995)

The content of the standards has been divided into three major goals and eight related disciplines as set forth in the California Physical Education Framework.

- I. *Goal: Movement skills and movement knowledge*
Disciplines
 1. Motor learning

2. Biomechanics
3. Exercise physiology and health-related physical fitness

II. *Goal:* Self-image and personal development

Disciplines

1. Human growth and development
2. Psychology
3. Aesthetics

III. *Goal:* Social development

Disciplines

1. Sociology
2. Historical perspectives

The standards that follow are intended as a guide to setting the scope and sequence of the physical education curriculum. They provide clear and fixed targets for curriculum, instruction and assessment, and they reflect agreement among physical educators and the community about what is important for San Diego City Schools students to know and be able to do in physical education. Unless we embrace a new philosophy of assessment of physical education performance and implement new assessment activities geared to high standards and objectives, physical education will fall short of achieving the new visions of excellence as sought in educational reform.

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Content Standard K.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- K.1.1 State that skills improve when they are practiced correctly and repeatedly.
 - K.1.2 Demonstrate the correct techniques for fundamental locomotor and nonlocomotor skills (e.g., walking, running, jumping, stretching, twisting, bending).
 - K.1.3 Explore the manipulation of a variety of objects in personal space.
 - K.1.4 Explore a variety of activities that involve locomotor, nonlocomotor and manipulative skills.
 - K.1.5 Describe an occupation that requires a specific locomotor, nonlocomotor or manipulative skill and explain the skill required.
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Content Standard K.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- K.2.1 Explore and demonstrate movement performance, using static balance to learn or improve movement skills.
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Content Standard K.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

K.3.1 Describe the functions of the heart and lungs as they relate to exercise.

Content Standard K.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

K.4.1 Explain changes occurring in his or her height and weight.

Content Standard K.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

K.5.1 Explain how participation in a variety of movement activities promotes feelings of success and achievement.

Content Standard K.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

K.6.1 Experience his or her environment through movement exploration and creative play.

Content Standard K.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

K.7.1 Explore movement in personal space without interfering with others.

Content Standard K.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- K.8.1 Describe the movement activities he or she performs when participating in physical education activities.

GRADE 1

Content Standard 1.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 1.1.1 Explain why wanting to learn a movement activity increases learning of that activity.
 - 1.1.2 Demonstrate the qualities of movement as he or she performs a variety of fundamental locomotor and nonlocomotor skills.
 - 1.1.3 Explore the manipulation of a variety of objects in personal space, using purposeful movement.
 - 1.1.4 Participate appropriately when using playground equipment and playing games.
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Content Standard 1.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standards

The student will:

- 1.2.1 Use the principle of dynamic balance in a movement performance to learn or improve skills.
 - 1.2.2 Describe an occupation that requires the ability to analyze movement performance (e.g., physical therapist, gymnastics coach, dance teacher) and explain why such ability is essential to the occupation.
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Content Standard 1.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 1.3.1 Explain the relationship of exercise and nutrition to physical activity and energy.
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Content Standard 1.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 1.4.1 Explain the changes occurring in his or her height and weight and the effect on movement performance.

Content Standard 1.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 1.5.1 Describe his or her feelings about himself or herself when participating in movement activities.
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Content Standard 1.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 1.6.1 Respond to his or her environment using the various qualities of movement (level, tempo, space, flow).
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Content Standard 1.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 1.7.1 Demonstrate safety for himself or herself and others during movement activities.
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Content Standard 1.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 1.8.1 Explain the differences between physical education and recess.
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GRADE 2

Content Standard 2.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 2.1.1 Explain why having a mental picture improves learning movement skills.
- 2.1.2 Work with a partner to demonstrate the qualities of movement as he or she performs a variety of fundamental locomotor and nonlocomotor movements.
- 2.1.3 Work with a partner to demonstrate the ability to manipulate objects using purposeful movement.
- 2.1.4 Demonstrate and explain rules that apply to participation in a variety of playground games and to the use of playground equipment.

Content Standard 2.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 2.2.1 Differentiate among movement performances that incorporate speed, velocity and acceleration in order to learn or improve a movement skill.

Content Standard 2.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standards

The student will:

- 2.3.1 Identify the effects of physical activities on the heart and lungs.
- 2.3.2 Describe an occupation that requires attainment of specific fitness levels (e.g., firefighter, police officer, lifeguard).

Content Standard 2.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 2.4.1 Describe how individual growth rates vary and how they affect movement performance.

Content Standard 2.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 2.5.1 Explain and demonstrate the importance of making responsible choices by participating in health-enhancing movement activities.
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Content Standard 2.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 2.6.1 Work with a partner to create a movement pattern that demonstrates the qualities of movement (level, tempo, space, flow).
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Content Standard 2.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 2.7.1 Work cooperatively with another student during movement activities.
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Content Standard 2.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 2.8.1 Describe how successful and influential local persons have made a difference through physical activity.
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GRADE 3

Content Standard 3.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 3.1.1 Explain how the use of a focal point can improve learning.
- 3.1.2 Develop patterns and combinations of movements, using locomotor and nonlocomotor skills in repeatable sequences.
- 3.1.3 Demonstrate the qualities of movement as he or she manipulates a variety of objects.
- 3.1.4 Create and demonstrate a two-player activity that makes use of both locomotor and nonlocomotor patterns.

Content Standard 3.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 3.2.1 Explain how muscular movement is an internal force that causes the body to change from a stationary object to a moving one (a feature of Newton’s First Law).

Content Standard 3.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 3.3.1 Design a flexibility routine as part of the warm-up and cool-down phases of an exercise program.

Content Standard 3.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standards

The student will:

- 3.4.1 Determine and describe the relationship between individual rates of growth and gender and the effects of the relationship on movement.
- 3.4.2 Select an occupation requiring specific physical skills that he or she does not yet possess and describe the sort of physical growth that would be required before the student would be able to meet the demands of the occupation.

Content Standard 3.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 3.5.1 Explain how participation in success-based movement activities helps to develop a positive self-image.

Content Standard 3.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 3.6.1 Create original movement patterns using space, time and flow to illustrate continuity and change.

Content Standard 3.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 3.7.1 Demonstrate encouragement to a partner during movement activities.
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Content Standard 3.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 3.8.1 Explain how physical education activities have changed from those of previous generations as well as how they have changed throughout his or her own life.
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GRADE 4

Content Standard 4.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 4.1.1 Explain the difference between whole and part practice and their appropriate uses.
 - 4.1.2 Demonstrate correct techniques for using manipulatives (e.g., using various sizes of balls).
 - 4.1.3 Create and demonstrate a two-player activity that makes use of locomotor, nonlocomotor and/or manipulative skills.
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Content Standard 4.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 4.2.1 Explain how he or she can throw better using the correct projection principles.
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Content Standard 4.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 4.3.1 Describe exercises for improving muscle strength and endurance.

Content Standard 4.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 4.4.1 Explain that growth occurs in definite patterns and that movement-related performance and fitness level may change at different developmental stages.

Content Standard 4.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standards

The student will:

- 4.5.1 Explain different ways to adjust to success and failure in a movement experience.
- 4.5.2 Select an occupation whose physical activity he or she would enjoy and explain the benefits of the occupation's activities.

Content Standard 4.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 4.6.1 Create an interpretive movement routine that expresses positive responses to his or her environment.

Content Standard 4.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 4.7.1 Demonstrate respect for other participants during movement activities.

Content Standard 4.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 4.8.1 Describe the variety of sports and recreational opportunities available in California, with a focus on their cultural diversity.

GRADE 5

Content Standard 5.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 5.1.1 Construct practice programs for increasing speed and accuracy in movement-related activities.
 - 5.1.2 Demonstrate correct techniques and achieve accuracy at a variety of distances when throwing, tossing, kicking or striking objects.
 - 5.1.3 Create and demonstrate a four-player activity, using locomotor, nonlocomotor and/or manipulative skills, and share the activity with a larger group.
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Content Standard 5.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 5.2.1 Explain a movement performance that incorporates force, speed, mass of object and distance—facets of Newton’s Second Law—to improve movement skills.
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Content Standard 5.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 5.3.1 Create an aerobic routine and explain its effects on cardiorespiratory endurance.
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Content Standard 5.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 5.4.1 Explain how personal growth and development affect his or her performance on state-mandated fitness tests.

Content Standard 5.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 5.5.1 Explain that movement experiences are a valuable part of an active lifestyle.

Content Standard 5.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standards

The student will:

- 5.6.1 Create a group movement activity—such as dance, stunts and tumbling, or jump rope—that demonstrates the qualities of movement (level, tempo, space, flow).
- 5.6.2 Describe an occupation that requires movement performances that are aesthetically pleasing to him or her and explain why they are pleasing.

Content Standard 5.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 5.7.1 Demonstrate acceptance of individual differences among participants in movement activities.

Content Standard 5.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 5.8.1 Describe the origins and growth of movement activities and physical education in the United States during the 18th, 19th and 20th centuries.

GRADE 6

Content Standard 6.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 6.1.1 Provide appropriate (specific, positive, corrective, prompt) feedback to a partner who is developing or improving movement skills.
- 6.1.2 Demonstrate the ability to apply locomotor, nonlocomotor and manipulative skills in cooperative activities and lead-up games.
- 6.1.3 Create and demonstrate a cooperative game or lead-up activity by combining a variety of locomotor, nonlocomotor and/or manipulative skills.

Content Standard 6.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 6.2.1 Explain a movement performance that makes use of the concepts of rebound and force (features of Newton’s Third Law) in order to learn or improve a movement skill.

Content Standard 6.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 6.3.1 Develop a one-day fitness plan that includes all five components of health-related fitness: cardiorespiratory endurance, muscular endurance, muscular strength, flexibility and body composition.

Content Standard 6.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 6.4.1 Investigate the developmental factors that affect physical performance during the pre-teen and teenage years.

Content Standard 6.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 6.5.1 Describe how respecting the rights of others and applying one’s own personal interactive skills can lead to a more positive interaction in a physical activity setting.

Content Standard 6.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 6.6.1 Create and refine a rhythmic routine that combines various movements, with or without the use of music.

Content Standard 6.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standards

The student will:

- 6.7.1 Apply positive conflict resolution and inclusion techniques in cooperative activities and lead-up games.
- 6.7.2 Describe an occupation that requires the ability to secure the cooperation of participants in movement activities to assure the activities’ success.

Content Standard 6.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 6.8.1 Compare the physical activities, sports and Olympic games of ancient times with those of today.

GRADE 7

Content Standard 7.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 7.1.1 Set goals in movement skill development and monitor his or her own improvement.
- 7.1.2 Apply locomotor, nonlocomotor and manipulative skills to aquatics, combatives, tumbling, gymnastics, dance, individual and dual sports, and outdoor education activities.
- 7.1.3 Create and demonstrate an individual/dual game, activity or sport, with rules and scoring options.

Content Standard 7.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 7.2.1 Describe the effects of spin on an object and how this knowledge can help one learn or improve a movement skill.
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Content Standard 7.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 7.3.1 Explain the FITT guidelines and the principles of overload, progression and specificity in physical conditioning.
-

Content Standard 7.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 7.4.1 Evaluate the ways that personal growth and development during the pre-teen years affect individual performance on state-mandated tests.
-

Content Standard 7.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 7.5.1 Demonstrate risk-taking skills by participating in individual/dual movement or adventure activities.
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Content Standard 7.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 7.6.1 Create and critique an individual/dual movement routine.

Content Standard 7.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 7.7.1 Demonstrate collaborative problem-solving techniques in outdoor education activities, such as adventure-based experiences and orienteering.

Content Standard 7.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standards

The student will:

- 7.8.1 Compare the physical activities, games and sports of medieval times with those of today.
- 7.8.2 Select an occupation from medieval times and compare its physical requirements with those of the same or a similar occupation of today (e.g., farming, construction).

GRADE 8

Content Standard 8.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 8.1.1 Describe the principle of transfer of learning and how it can assist with learning a new movement skill.
- 8.1.2 Apply locomotor, nonlocomotor and manipulative skills to a variety of team sports, to tumbling/gymnastics and to dance.
- 8.1.3 Create and demonstrate a team game, activity or sport with rules, scoring options and offensive and defensive techniques.
- 8.1.4 Describe an occupation that requires a specific locomotor, nonlocomotor or manipulative skill, explain the skill required and how one might develop it.

Content Standard 8.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 8.2.1 Explain a movement performance that makes use of the principle of rotation in order to learn or improve a movement skill.
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Content Standard 8.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 8.3.1 Design a one-week personal fitness plan that includes warm-up, the five components of health-related fitness, the FITT guidelines, and the principles of overload, progression and specificity in physical conditioning.
-

Content Standard 8.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 8.4.1 Describe how growth rate and changes in height and weight affect the mechanics of individual performance.
-

Content Standard 8.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 8.5.1 Identify and describe the possible consequences of various individual behaviors and their effect on performance within the context of sports/physical activities.
-

Content Standard 8.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

8.6.1 Create, perform and critique a movement routine for three or more people.

Content Standard 8.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

8.7.1 Demonstrate how to resolve individual and group conflicts within the context of team sports.

Content Standard 8.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 8.8.1 Investigate the history of team sports in the United States and the influences that have brought about changes in them.

GRADE 9

Content Standard 9.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 9.1.1 Develop a practice program for an open skill and for a closed skill.
 - 9.1.2 Apply the fundamental movement skills, with emphasis on team sports, tumbling/ gymnastics and aquatics.
 - 9.1.3 Apply the rules and strategies of a team game/sport of his or her choice.
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Content Standard 9.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standards

The student will:

- 9.2.1 Demonstrate and/or explain a movement performance that makes use of the principle of resistance in order to learn or improve a movement skill.
 - 9.2.2 Describe an occupation that requires the ability to analyze movement performance (e.g., sports/games coach, physical therapist, gymnastics coach, dance teacher), explain why such ability is essential to the occupation and how one might develop it.
-

Content Standard 9.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 9.3.1 Create and implement for six to nine weeks an individualized health-related fitness/activity program.

Content Standard 9.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 9.4.1 Analyze and compare the variety of body types within age and gender groups and assess their efficiency at different skills.
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Content Standard 9.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 9.5.1 Describe the importance of commitment and dedication in effective movement-related performance.
-

Content Standard 9.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 9.6.1 Create a physical routine for an individual or group that demonstrates elements of movement that he or she finds aesthetically pleasing.
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Content Standard 9.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 9.7.1 Participate in movement-related activities that emphasize cultural diversity.
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Content Standard 9.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

9.8.1 Describe historical trends in sports, health-related fitness and sports technology.

GRADE 10

Content Standard 10.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 10.1.1 Develop a practice plan for himself or herself, taking into consideration his or her stages of learning.
 - 10.1.2 Apply the fundamental movement skills with emphasis on individual/dual sports, outdoor education, self-defense and/or dance.
 - 10.1.3 Apply the rules and strategies of an individual/dual game/sport of his or her choice.
-

Content Standard 10.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 10.2.1 Demonstrate and/or explain a movement performance that makes use of the classifications of levers and other previously learned scientific principles in order to improve a movement skill.
-

Content Standard 10.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standards

The student will:

- 10.3.1 Analyzes caloric intake and expenditure and their relationship to a fitness workout.
 - 10.3.2 Describe an occupation that requires attainment of specific fitness levels (e.g., dancing, ski patrol, mountain rescue) and explain the elements of a fitness program suitable for the occupation.
-

Content Standard 10.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 10.4.1 Analyze the appropriateness of various physical activities for different individuals.

Content Standard 10.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility and development of confidence.

Performance Standard

The student will:

- 10.5.1 Explain how participation in movement activities of his or her choice, along with dedication and commitment, and lead to individual excellence.

Content Standard 10.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 10.6.1 Create or critique a physical performance that illustrates the aesthetic features of movement.

Content Standard 10.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 10.7.1 Apply leadership skills during movement-related experiences.

Content Standard 10.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 10.8.1 Analyze the relationships between modern societal issues and current events in games, sports and/or dance.

GRADE 11

Content Standard 11.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 11.1.1 Apply motor learning concepts to learning new skills in an activity of his or her choice.
- 11.1.2 Apply the correct techniques for fundamental movement patterns to an activity of his or her choice.
- 11.1.3 Demonstrate the knowledge and skills he or she has gained by participating in a variety of the activities, games, sports and/or dance included in an active lifestyle.

Content Standard 11.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 11.2.1 Identify a scientific principle of movement and demonstrate its application as a movement component in an activity of his or her choice.

Content Standard 11.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 11.3.1 Incorporate an activity of his or her choice, based on previously learned fitness concepts, into an established personal fitness plan.

Content Standard 11.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standards

The student will:

- 11.4.1 Plan appropriate movement-related activities, considering cognitive, social and physical development; previous learning; and individual needs.
- 11.4.2 Select an occupation requiring specific physical skills that he or she did not possess 10 years earlier and describe the sort of physical growth he or she experienced that now allows the student to meet the demands of the occupation.

Content Standard 11.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility, and development of confidence.

Performance Standard

The student will:

- 11.5.1 Explain through self- and peer assessment how physical activity provides for enjoyment and the development of self-esteem, responsibility and confidence to take on new challenges.
- 11.5.2 Explain the role of physical fitness in potential successes and achievements in the future.

Content Standard 11.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 11.6.1 Create a physical performance that demonstrates the elements of movement that he or she finds aesthetically pleasing.

Content Standard 11.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standard

The student will:

- 11.7.1 Demonstrate appropriate interpersonal skills during an movement-related activity of choice.

Content Standard 11.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 11.8.1 Analyze the relationships among sports, games and/or dance, their cultures of origin, and the ways they have changed over time.

GRADE 12

Content Standard 12.1: Motor Learning

The student applies correct techniques to a variety of locomotor, nonlocomotor and manipulative skills in various movement experiences.

Performance Standards

The student will:

- 12.1.1 Apply motor learning concepts to learning new skills in an activity of his or her choice.
- 12.1.2 Apply the correct techniques for fundamental movement patterns to an activity of his or her choice.
- 12.1.3 Demonstrate the knowledge and skills he or she has gained by participating in a variety of the activities, games, sports and/or dance included in an active lifestyle.

Content Standard 12.2: Biomechanics

The student analyzes examples of movement performance, using scientific principles to learn or improve movement skills.

Performance Standard

The student will:

- 12.2.1 Demonstrate and analyze the movement components of an activity of his or her choice in order to learn or improve a skill.
-

Content Standard 12.3: Exercise Physiology

The student creates an individualized health-related and/or performance-related fitness plan based on his or her needs and interests.

Performance Standard

The student will:

- 12.3.1 Incorporate an activity of his or her choice, based on previously learned fitness concepts, into an established personal fitness plan.
-

Content Standard 12.4: Growth and Development

The student identifies age-appropriate and/or developmentally appropriate movement activities.

Performance Standard

The student will:

- 12.4.1 Plan appropriate movement-related activities, considering cognitive, social and physical development; previous learning; and individual needs.
-

Content Standard 12.5: Psychology

The student explains how physical activity provides opportunities for enjoyment, development of self-esteem, assumption of responsibility, and development of confidence.

Performance Standard

The student will:

- 12.5.1 Explain through self- and peer assessment how physical activity provides for enjoyment and the development of self-esteem, responsibility and confidence to take on new challenges.
 - 12.5.2 Explain the role of physical fitness in potential successes and achievements in the future.
-

Content Standard 12.6: Aesthetics

The student creates a physical performance that demonstrates elements of movement that are aesthetically pleasing to him or her.

Performance Standard

The student will:

- 12.6.1 Create a physical performance that demonstrates the elements of movement that he or she finds aesthetically pleasing.

Content Standard 12.7: Sociology

The student demonstrates appropriate interpersonal skills through movement-related experiences.

Performance Standards

The student will:

- 12.7.1 Demonstrate appropriate team-building skills while participating in movement-related experiences.
- 12.7.2 Describe an occupation that requires the ability to secure the cooperation of participants in movement activities and explain the interpersonal skills required to assure such cooperation.

Content Standard 12.8: Historical Perspectives

The student explores and analyzes the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Performance Standard

The student will:

- 12.8.1 Analyze the relationships among movement activities, their cultures of origin and the ways they have changed over time.

Glossary

- Adventure activities.** Activities that allow students to experience cooperation, problem solving and teamwork, in order to provide them a opportunities to extend, refine and apply social skills during physical movement activities.
- Aesthetics.** An artistically pleasing appearance, as of a well-executed motor performance.
- Biomechanics.** The study of mechanical laws involved in exercise/physical activity. *Kinesiology* is an often-used related term.
- Body composition.** The makeup of the body in *lean mass* (muscle, bones, vital organs and tissues) and *fat mass* (adipose tissue).
- Cardiorespiratory endurance.** The ability to sustain prolonged exercise/physical activity. All body systems are involved, with the lungs and heart as primary participants.
- Closed skill.** A skill performed in stable and predictable environments. *Gymnastics, diving,* and the *foul shot* in basketball are all examples of closed skills.
- Competitive activity.** An activity in which opponents work against one another, as each individual or team tries to reach a goal or reward.
- Dual sports.** Sports in which two persons participate. Examples are *fencing, tennis (singles),* and *badminton.*
- Exercise/physical activity.** General terms encompassing any type of overall movement of the body, such as participation in sports, dance, calisthenics, weight training, daily home and yard chores, and physical labor.
- Exercise physiology.** The study of how the body functions during exercise/physical activity.
- FITT.** Acronym for frequency, intensity, type (mode), and time (duration).
- Flexibility.** The ability to move the body through a range of motion at specific body joints.
- Force.** A power made operative against resistance. A force may produce motion, stop motion or prevent motion; increase or decrease speed; or cause objects to change direction.
- Friction.** A force acting at the interface of bodies in contact that opposes the direction of motion of one body relative to the other.
- Gravity.** A natural force of attraction exerted by a celestial body, such as Earth, on all objects at or near its surface.
- Individual sports.** Sports in which only one person performs. *Bowling, juggling, jogging, gymnastics,* and *swimming* are examples of individual sports.
- Lead-up games.** Games that emphasize only one or two skills and serve as a laboratory by providing a format for successful participation.
- Locomotor skills.** Skills used to move the body from one place to another or to project the body upward. The eight locomotor skills are: *walking, running, skipping, leaping, sliding, galloping, jumping,* and *hopping.*

Manipulative skills. Skills exhibited or required when an individual handles objects or operates equipment with the hands. Such skills are required, for example, for continuous control of an object such as a *wand* or a *hoop*.

Muscular endurance. The ability to use a muscle repeatedly without fatigue.

Muscular strength. The ability of a muscle to exert maximum force for a momentary period.

Motor fitness. A set of physical skills that determine proficiency during performance in sports, games, dance, work and daily life activities. The categories of skill most often included are *agility, balance, coordination, power* and *speed*,

Newton's First Law. A body at rest tends to remain at rest; a body in motion at a constant speed in straight line tends to continue in motion in a straight line at constant speed unless acted upon by an outside force. (The law of inertia)

Newton's Second Law. The time rate of change of the velocity, or acceleration, of a body in motion is directly proportional to the force applied to the body and inversely proportional to the mass of the body.

Newton's Third Law. The actions of two bodies upon each other are always equal and directly opposite; i.e., reaction is always equal and opposite to action.

Nonlocomotor skills. Skills demonstrated or performed in place, without appreciable spatial movement. Examples include *bending, stretching, pushing, pulling, raising, lowering, twisting, turning, shaking, bouncing, and circling*.

Open skill. A skill performed in variable and unpredictable environments. The *tennis forehand*, the *field goal shot in basketball*, and the *soccer pass* all are examples of open skills.

Part practice. The technique of learning a skill by first mastering its parts separately and then combining the parts to perform the skill or activity.

Physical fitness. A set of components (cardiorespiratory endurance, flexibility, muscle endurance, muscle strength and body composition) that determine a person's ability to carry out exercise/physical activity as well as to perform long-term sedentary tasks. The levels of development and maintenance of these components determine their contribution to satisfying and successful performance in daily life activities, leisure physical activities and work as well as their contribution to improved health.

Progression principle. The movement of the learning process through ordered steps, from the least challenging to the most challenging facets of an activity.

Projectile. A fired, thrown or otherwise propelled object, having no capacity for self-propulsion but subject only to the forces of gravity and air resistance.

Rebound. The effect achieved when a moving object meets resistance that is greater than its own momentum.

Rotation. The movement around an axis, as when a bone moves around its own axis or that of another bone.

Team sports. Activities that require two or more cooperative groups in competition with each other.

Torque. A rotary (turning or twisting) force.

Whole practice. The technique of learning an entire skill or activity at one time.