

PHYSICAL EDUCATION

Adopted September 2001

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented.

The study of physical education prepares students for the long-term benefits of an active and healthy life. A physically educated person performs a variety of physical activities, participates regularly in physical activity, and knows the benefits from involvement in physical activity and its contributions to a healthy life.

EXPRESSIVE AND EFFICIENT MOVING: Apply the basics of movement, movement sequencing, rules and strategies, and plans for activity.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate knowledge of a variety of motor skills.	Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity.	Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control. Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike. Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts. Demonstrate three different step patterns and combinations of movements into repeatable sequences.	Demonstrate the use of a foot dribble (R/L foot), hand dribble (R/L hand), strike, throw, catch, and volley with a partner. Perform one dance or rhythmic activity to music.	Demonstrate movement principles (mechanics, force, speed) in performing skills related to a team activity and an individual or partner activity. Execute a floor exercise, jump rope, or manipulative routine with intentional changes in direction, speed, and flow. Demonstrate one of the following rhythmic activities: folk, square, social, creative dance, aerobic.	Demonstrate competency (basic skills) in complex versions of three or more of the following categories of movement forms and more advanced skills in one or more movement forms: (One activity counts in one category) <ul style="list-style-type: none"> • Individual activities • Dual activities • Aerobic/cardio-respiratory lifetime activities • Outdoor pursuits • Dance, self-defense, yoga, martial arts • Team sports • Strength training & conditioning • Aquatics.
Understand and participate in a variety of physical and recreational activities available in the school and community.					
Understand and apply movement concepts.	Apply movement concepts and principles to the development of motor skills.		Through feedback and practice, demonstrate improvement in performance of a new motor skill.	Describe and apply principles of training, conditioning, and practice for specific physical activities. Detect and correct errors of a critical element of movement.	Utilize the following components to critique an activity: skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures.
Understand and apply physical education vocabulary as it relates to movement concepts.					
Understand rules and strategies for a variety of physical activities.	Apply appropriate rules and strategies to physical activities, games and sports.		Use basic offensive and defensive roles in physical activities, or games, or sports. Identify rules and procedures in specified physical activities.	Demonstrate basic strategies specific to one team activity and one dual or individual activity. Demonstrate an understanding of the rules to be followed during participation in specified physical activities.	Communicate to others basic strategies specific to one team activity and one dual or individual activity. Demonstrate rules and strategies in complex versions of at least two different categories of the following movement forms: <ul style="list-style-type: none"> • Individual activities • Dual activities • Aerobic/cardio-respiratory lifetime activities • Outdoor pursuits • Dance, self-defense, yoga, martial arts • Team sports • Strength training & conditioning • Aquatics.

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FITNESS FOR LIFETIME: Apply the knowledge and skills of personal fitness to maintain a healthy lifestyle.

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Demonstrate knowledge of a physically active lifestyle.	Provide evidence of engaging in a physically active lifestyle.	Identify changes in his/her body during moderate to vigorous exercise.	Identify changes in his/her body before, during and after moderate to vigorous exercise (e.g., perspiration, increased heart and breathing rates).	Develop personal activity goals and describe benefits that result from regular participation in physical education. Analyze and categorize physical activities according to potential fitness benefits.	Participate in physical activities and evaluate personal factors that impact participation. Through physical activity, understand ways in which personal characteristics, performance styles, and activity preferences will change over the life span.
Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.	Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness.		Identify and assess the health-related components of fitness.	Correctly interpret results of physical fitness assessments and use them to develop a written fitness program. Identify the principles of fitness training using the FITT (Frequency, Intensity, Time and Type) model.	Assess and analyze personal health-related fitness status. Independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity, and individuality).

SELF-MANAGEMENT AND SOCIAL BEHAVIOR: Understand and apply appropriate social skills.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.	Demonstrate responsible behavior and respect for differences among people during physical activities.	Identify rules, procedures, and etiquette in a specified physical activity. Identify positive ways to resolve conflict.	Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.	Apply rules, procedures, and etiquette that are safe and effective for specific activities/situations. Identify the elements of socially acceptable conflict resolution and sportsmanship.	Analyze and apply rules, procedures, and etiquette that are safe and effective for specific activities/situations. Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsman-like behavior.
Understand and apply safety in movement activities.					
Understand that history and culture influence games, sports, play, and dance.					

Subject Area Endorsement Requirements

Subject area endorsement requirements for **Physical Education** will be set by the State Board of Education based on the state's academic content standards. School districts may award a Subject Area Endorsement in Physical Education using local performance standards founded on the state's content standards until subject area endorsement requirements are phased in. An implementation timeline has been approved by the State Board of Education. See page 35A.