

**Physical Education
Standards of Learning
for Virginia Public Schools**

Technical Assistance Guide

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Physical Education Standards of Learning for Virginia Public Schools

Introduction

The Physical Education Standards of Learning identify concepts, processes, and skills for physical education in kindergarten through grade 10 for Virginia's public schools. This framework provides school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

The five strands for physical education are Skillful Movement, Movement Principles and Concepts, Personal Fitness, Responsible Behaviors, and Physically Active Lifestyle. Standards of Learning in each strand are sequenced and progress in complexity from grade level to grade level. The standards in this document are intended to provide the knowledge, processes, and skills needed for students to become physically educated, physically fit, and responsible in their physical activity choices and behaviors for a lifetime.

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Physical Education Standards of Learning do not prescribe the grade level at which the standards must be taught. The Board of Education recognizes that school divisions will adopt an instructional sequence that best serves their own students.

This guide contains references to a number of third-party information sources to visit for additional information. The inclusion of these sources and Web sites in no way indicates the endorsement, support or approval of the contents.

Goals and Descriptions

The purpose of physical education is to help students acquire the knowledge, processes, and skills needed to engage in meaningful physical activity both in the present and for a lifetime. The process of participating regularly in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness. As a result of physical education instruction, the student will be able to do the following:

1. *Demonstrate proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms. (Skilled Movement)*

This goal focuses student learning on the development and demonstration of competence in a variety of movement forms. Movement competence is defined as the development of sufficient skill and ability to assure successful performance in a variety of physical activities. In the elementary years, students develop maturity and adaptability in the use of fundamental skills and patterns that are then further refined

and combined during the middle school years. As motor patterns become more refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation.

2. *Apply movement principles and concepts to learning and developing motor skills and specialized movement forms.* (**Movement Principles and Concepts**)

This goal focuses student learning on understanding and using movement concepts and principles to improve motor skills. While the skilled-movement goal involves learning how to perform physical activities skillfully, this goal directs students toward learning about movement. Concepts and principles from various fields of study support skillful movement performance. These fields of study include motor control, exercise physiology, biomechanics/kinesiology, sport psychology, and sport sociology. Elementary students establish a movement vocabulary and use simple concepts as they develop their movements. Middle grade students learn and apply more complex concepts of movement. High school students develop a working knowledge of a variety of concepts and principles, enabling them to independently apply concepts in order to acquire new skills or enhance existing skills.

3. *Achieve and maintain a health-enhancing level of personal fitness.* (**Personal Fitness**)

This goal focuses student learning on the achievement of a health-enhancing level of physical fitness. Elementary students become aware of health-related fitness components (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) while engaging in a variety of physical activities. Middle school students continue to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness. High school students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain a level of fitness that allows them to meet their personal goals for various work-related, sport, and leisure activities.

4. *Demonstrate responsible personal and social behaviors in physical activity settings.* (**Responsible Behaviors**)

This goal directs students toward responsible behaviors that lead to personal and group success in physical activity settings. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical actions, and positive social interaction. Elementary students recognize and use rules and procedures, focus on safety, realize similarities and dissimilarities, and cooperate with others. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively impact the behavior of others in physical activity settings.

5. *Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.* **(Physically Active Lifestyle)**

The intent of this goal is for students to exhibit a physically active lifestyle, both in and outside of school. Students identify and pursue various out-of-school opportunities at home, in their neighborhoods, and in their communities.

The combination of these five goals lead students toward being able to engage skillfully, knowledgeably, responsibly, and vigorously in an active, healthy lifestyle.

STRAND: Skilled Movement

Grade: Kindergarten

Standard of Learning

- K.1 The student will demonstrate a minimum of two critical elements (isolated, small portions of the skill or movement) for locomotor, non-manipulative skills.
- a) Demonstrate at least two critical elements used in the locomotor skills like walking, running, hopping, jumping and landing, galloping, sliding, and skipping.
 - b) Demonstrate at least two critical elements used in the non-manipulative movements like bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.
 - c) Demonstrate at least two critical elements used in stationary manipulative skills (toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, trap, volley with hand).
 - d) Demonstrate at least two critical elements used in manipulative skills while moving.
 - e) Demonstrate moving to a sound using basic rhythmic patterns.

Understanding the Standard

The intent of this standard is to begin to explore and experience the basic critical elements associated with the performance of locomotor (running, hopping, skipping), non-manipulative (twisting, bending, balancing) and manipulative skills (throwing, catching, kicking). These key movement skills form a basis for the performance of various movement challenges. These developmentally appropriate challenges will help students be successful in movement and academic tasks and play.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Explore basic motor skills in personal and general space:
 - o locomotor skills – walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding;
 - o non-manipulative – turning, twisting, swinging, balancing, bending, landing, stretching, curling and hanging; and
 - o manipulative – catching, kicking, striking and throwing.
- Travel safely in large groups.

- Explore body awareness through basic movement skills.
- Walk and run using developmentally appropriate motor patterns.
- Demonstrate basic locomotor, non-locomotor and manipulative skills in games, with music, and in a variety of movements that lead to effective body management.
- Use locomotor skills in a rhythmic pattern for self-expression.
- Travel in various pathways (straight, curved, zigzag).
- Stop and change direction quickly while traveling in response to a signal.
- Form round, narrow, wide and twisted body shapes alone and with a partner.
- Place various parts of the body (i.e. arms, legs, head) into high, medium, and low levels.
- Demonstrate balance and control on a variety of body parts (i.e.. feet, knees, shoulders, head) and objects through developmentally appropriate activities (balance boards, scooters, low balance beam).
- Experience and develop non-locomotor skills through a variety of activities.
- Perform a catch, throw and kick using appropriate equipment.
- Toss a ball and catch it before it bounces twice.
- Using a smooth, running approach kick a stationary ball.
- Develop ways to receive, retain and send an object using the body.

Instructional Resources

- Internet sites
 - Dole5 A Day - <http://www.dole5aday.com> offers fun activities for children on fitness and nutrition, as well as a teacher resource page
 - Ace Kids - <http://www.acekids.com/cool/html> offers interactive activities on fitness and health for young children.
- The book by Hengstman “Movement ABCs” is a good resource for stimulating language development.
- “Animal Walks”, by KIMBO Education, has movement directions to learn letters.

- “Hand Jivin”, by Educational Activities, has movement directions for learning the letters of the alphabet.

The following suggested activities assist students in accomplishing the standards.

- Correctly identify parts of the body (i.e., head, arms, feet) through music cues in singing/movement songs such as “Looby Loo” and “Hokey Pokey”.
- Create pathways by playing “Follow the Leader,” or using locomotor patterns such as running, galloping and jumping.
- Incorporate a variety of ways to communicate rhythms as a basis for dances (action words, rhyme, poetry, story and music).
- Demonstrate age appropriate correct technique for each locomotor skill while participating in movement activities.
- Use singing games as ways to introduce young children to dance (“The Farmer in the Dell” and modified folk dances). Partner work, different forms of locomotor and non-locomotor actions and spatial awareness to modify these dances can be included. Also, singing games and modified folk dances from different cultures can be included to foster cultural awareness.
- Play “Simon Says” and have a leader call out a variety of nutritional habits and have children perform certain locomotor patterns.
- Make sure students learn the correct techniques for jumping, landing and rolling at the beginning of the gymnastics program.
- Create activities to use opposites, such as high/low and change of speeds (run quickly then turn slowly into a stretched shape).
- Using the body, explore the shapes of different letters of the alphabet.
- Use target activities to develop the ability to aim and project an object:
 - o toss beanbags into hoops of various sizes and at various distances; and
 - o hit a ball with a stick so that it rolls into a target.
- Go through an obstacle course that includes tunnels (under a bench), rivers to jump over (two skipping ropes placed parallel to each other), and mountains to climb.

Sample Teacher Checklist

Name _____ Date _____		
Running		
Critical Element	Yes	No
Lands heel to toe		
Places support foot under body		
Willing to run at full speed		
Leans forward		
Swings arms to shoulder level and slightly to midline		

Inclusion strategies for student with disabilities

- Make playing areas smaller.
- Add additional stops in games requiring running or movement.
- Reduce the distance the ball or object must be thrown.
- Deflate a ball so it does not roll far.
- Encourage students to extend their arms for balance.
- Use carpeted rather than slick surfaces.
- When teaching the gallop, have students pretend they hurt a leg and cannot use it. Dragging it behind while walking will imitate a gallop.

STRAND: Movement Principles and Concepts Grade: Kindergarten

Standard of Learning

K.2 The student will demonstrate use of the movement concepts of directions, levels, pathways, and effort while performing locomotor skills.

Understanding the Standard

The intent of this standard is to provide the basic concepts of self- and general space while moving in different directions, levels, and pathways with different effort while using locomotor skills.

Essential Knowledge and Skill

To be successful with this standard, students are expected to:

- Demonstrate the movement concept of space:
 - general space; and
 - personal space.
- Explore the movement concept of directions:
 - forward;
 - backward;
 - sideways;
 - clockwise/counterclockwise;
 - right/left; and
 - up/down.
- Explore the movement concept of levels:
 - high, medium, low;
 - wider base of support; and
 - lower center of gravity.
- Demonstrate the movement concept of pathways:
 - straight;
 - curved; and
 - zigzag.

- Experience the movement concept of effort:
 - o time - fast/slow;
 - o force - strong/light;
 - o flow – bound/free, close/open; and
 - o speed - acceleration/deceleration.

- Apply movement concepts while performing locomotor motor skills:
 - o walking;
 - o running;
 - o hopping;
 - o skipping;
 - o galloping;
 - o chasing/fleeing; and
 - o dodging.

Instructional Resources

The following activities assist students in accomplishing the standard:

- Have students locate a personal space, and then perform several warm-up exercises. Instruct them to use specific locomotor skills, pathways and effort to travel through a general space without entering into another student’s personal space (which is always changing).

- Have students participate in large group games that emphasize movement concepts during play. “Freeze” can be played with all students starting in their personal space. On the “go” signal, they can move around the general space while performing locomotor skills incorporating effort, pathways, and directions, while changing levels. These movement challenges can be simplified or combined with adjustments made to level of understanding and ability. On the signal “freeze,” students freeze all body movement.

- Have students participate in station work while movement concepts are reinforced (independent skill work). When bouncing a ball, set up different stations for each level (high, medium, low). Each station should have word/picture cue cards to reinforce word and action relationships:
 - o bounce ball at a low level;
 - o bounce ball at a medium level;
 - o bounce ball at a high level;
 - o throw a beanbag at a bowling pin to hit a low target;
 - o throw a beanbag at the wall to hit a target at medium level (mark/picture on the wall); and
 - o throw a beanbag at the basketball backboard to hit a target at a high level.

- Students can be challenged to move from one station to the next by incorporating movement concepts of clockwise and counterclockwise, as well as levels and directions.
- Rhythmic activities can be used to help students understand concepts of efforts. Lummi sticks can be tapped to slow and fast music, as well as in different directions and levels, stationary or moving.
- Students listen for the music to stop and put the body part specified by the teacher into a particular level (feet - high, whole body - low, head - medium)
- Students move clockwise/counterclockwise and right/left while dancing to folk dances such as “Bingo”.
- Movement challenges can be given with a piece of equipment (such as a hula hoop) while a student is in a personal space.
 - o Can you move around your hoop at a low level?
 - o Can you jump in and out of your hoop at a slow/fast speed?
 - o Can you hold your hoop up/down?
 - o Can you walk around your hoop moving backwards?
- A good assessment tool is the teacher observation checklist for locomotor skill components to determine the level of proficiency.
 - o hop: bend knees, push off and land on balls of feet, use both feet;
 - o gallop: bend knees, toe-to-heel, one foot always chases the other; and
 - o skip: step-hop, kick the ball, arms move opposite to the legs.
- Communicate results to the teachers and parents/guardian for follow-up activities.

Standard of Learning

K.3 The student will participate in moderate-to-vigorous physical activities for short periods to increase heart rate, breathing rate, and induce perspiration.

Understanding the Standard

The intent of the standard is to understand the difference between moderate and vigorous physical activities.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Experience changes to heart rate and breathing caused by moderate or vigorous exercise.
- Identify moderate physical activities.
- Identify vigorous physical activities.

Instructional Resources

- Internet sites:
 - American Heart Association - www.americanheart.org
 - PE Central- www.pe.central.vt.edu
 - PBS Teacher Source - www.pbs.org/teachersource/
 - Kids Running.Com - www.kidsrunning.com
 - PELINKS4U - www.pelinks4u.org
 - Kids Health - www.kidshealth.org

The following activities assist students in accomplishing the standard.

- Have students participate in a variety of moderate physical activities.
- Have students participate in a variety of vigorous physical activities.
- Have students do various levels of physical activity and check their heart rate (fast/slow) by placing their hands over their heart.
- Have students do various levels of physical activity and check their breathing rate (fast/slow) by placing their hand near their mouth.

- Have students do various levels of physical activity and check for increased body temperature.
- Have students use stethoscopes to listen to their hearts and breathing while participating in physical activities.
- Use the following kits from the American Heart Association:
 - o "Heart Power", and
 - o "Just Jump".
- Use the Virginia Standards of Learning (SOL) guide from the American Heart Association to make interdisciplinary connections with SOL in other curricular areas.

STRAND: Responsible Behaviors

Grade: Kindergarten

Standards of Learning

K.4 The student will use appropriate behaviors and safe practices in physical activity settings.

- a) Demonstrate good listening skills when learning procedures and receiving instruction.
- b) Demonstrate ability to share and be cooperative and safe.

Understanding the Standards

The intent of these standards is to provide a foundation for safe participation in physical activity by oneself or with others.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Demonstrate good listening skills, including the student's ability to be quiet and still when receiving feedback from teachers and students.
- Share the use of equipment, space and time.
- Integrate activities having groups of students change motor skills and change direction.
- Move in a safe controlled manner.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Create classroom rules for safety, participation and cooperative activities.
- Integrate lessons using music as commands for tasks or activity.
- Integrate lessons using teacher commands for tasks or activity.
- Use music as a signal to perform movement skills.
- Use verbal cues to start and stop movement.
- Use station work with manipulatives.

STRAND: Physically Active Lifestyle

Grade: Kindergarten

Standards of Learning

K.5 The student will participate in regular physical activity.

K.6 The student will explain why physical activity is good for health.

Understanding the Standards

The intent of the standards is to understand what physical activities are and explore ways to participate in them. In addition, students should be able to identify the health benefits of physical activity.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify physical activities.
- Participate in a variety of physical activities.
- Identify physical activities and their health benefits.

Instructional Resources

- Internet sites:
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o Kids Running.Com - www.kidsrunning.com
 - o PELINKS4U - www.pelinks4u.org
 - o Kids Health - www.kidshealth.org

The following activities assist students in accomplishing the standard.

- Have students choose from a list of physical activities and participate in them (locomotor or object control skills, tag, rope jumping, etc.).
- Post a word wall of health benefits in the gymnasium.

Strand: Skilled Movement

Grade: First

Standard of Learning

- 1.1 The student will demonstrate the correct critical elements of locomotor, non-manipulative, and manipulative skills (isolated, small parts of the whole skill or movement):
- a) Demonstrate critical elements used in all of the locomotor skills.
 - b) Demonstrate critical elements used in manipulative skills performed alone (toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand and overhand, volley).
 - c) Demonstrate critical elements for manipulative skills while moving.
 - d) Demonstrate simple educational gymnastic sequences that have a variety of balance, roll, transfer of weight, and flight.
 - e) Demonstrate moving to a rhythm by keeping time to a simple beat using a variety of locomotor and non-locomotor skills.

Understanding the Standard

The intent of this standard is to build on the basic movement skills explored in kindergarten. Students begin to develop fundamental movement skills, and to acquire skills for movement that provide the foundation for enjoying activity. First grade students continue to develop basic body control and fundamental movement skills and can state key performance cues for basic movement patterns.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Locate and identify the following parts of the body:
 - head;
 - eyes;
 - nose;
 - ears;
 - shoulders;
 - knees; and
 - toes.
- Demonstrate contrasts in spatial relationships and effort while traveling.

- Design, create and participate in a variety of activities involving locomotor skills, non-locomotor skills and the manipulation of various objects.
- Perform a variety of rolling movements in a tuck position.
- Transfer weight from feet to hands with hips higher than the head.
- Perform basic jump rope skills.
- Create and perform simple rhythmical activities.
- Demonstrate skills for chasing, fleeing and dodging to avoid or catch others.
- Catch and throw objects of different sizes and shapes.
- Perform ball-handling skills while using objects of different size.
- Combine shapes, levels, directions and pathways into simple sequences.
- Perform object control skills.
- Use hands or feet to continuously dribble a ball without losing control.
- Strike a ball repeatedly with a paddle.
- Demonstrate the difference between an overhand and underhand throw.
- Hit a ball with a bat from a tee or cone.
- Catch a gently thrown ball using properly positioned hands.
- Skip, hop, gallop, and slide using developmentally appropriate motor patterns.
- Jump and land using one- and two-foot takeoffs and landings.
- Perform locomotor skills through a variety of activities.
- Perform non-locomotor skills through a variety of activities.
- Demonstrate ways to receive, retain and send an object individually and with others.

Instructional Resources

- Internet sites
 - Kids Health - <http://kidshealth.org/kid/index.html> offers interactive learning activities on health and fitness for young children.
 - Teacher Resource Network - www.teachnet.com offers links to health and physical education lesson plans.
 - Safety City - <http://www.nhtsa.dot.gov/kids> offers activities for children on bicycle, bus safety and many other safety habits especially designed for young children.

The following activities assist students in accomplishing this standard.

- After the teacher cites various emotions, students interpret each emotion using a locomotor movement. The activity is repeated and the students respond using non-locomotor movement. Examples: jumping or running for “happy”; skipping or galloping for “cheerful”; bending or swaying for “sad”; and shaking or twisting for “nervous”.
- In groups, perform various dance activities with a parachute.
- With a partner, toss a beanbag back and forth. Toss in various directions to make partner move and catch.
- Creative dance for students can help develop critical thinking skills, body awareness and social interaction.
- Create simple throwing and catching activities, and have students perform them alone. As skill improves, include activities with a partner.
- Play “City Streets, Crowded Spaces”, where you “drive” a car by holding a hula hoop like a steering wheel or driving inside of the hoop. Change gears -increase speed - and change direction. Also, move in smaller space and travel without a collision.

Sample Peer Observation Checklist

Name_____ Partner's Name_____		
Balance Tasks		
Task	Yes	Not Yet
Balance on 1 body part for 5 seconds		
Balance on 2 body parts without falling		
Balance on 3 body parts without falling		
Balance on 4 body parts without falling		
Balance on an object without falling		

STRAND: Movement Principles and Concepts

Grade: First

Standard of Learning

1.2 The student will demonstrate improvement in locomotor, non-manipulative and manipulative skills while applying the movement concepts.

Understanding the Standard

The intent of the standard is to provide a wide variety of activities that will help apply and acquire locomotor, non-manipulative and manipulative motor skills.

Essential Knowledge and Skills

- To be successful with this standard, students are expected to apply the movement concepts of direction, levels, pathways, force and speed to the following:
 - o locomotor skills – walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, and sliding;
 - o non-manipulative skills – turning, twisting, rolling, balancing, transferring weight, jumping, landing, stretching, curling and bending; and
 - o manipulative skills – throwing, catching, collecting, kicking, dribbling, volleying, striking with racket/paddles, and striking with long-handled implements.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Have students demonstrate locomotor and non-locomotor skills when performing warm-up exercises. Ask students to demonstrate these concepts using movements they created on their own.
- Using various types of equipment, design an obstacle course that challenges students to use the movement concepts of pathways, levels and directions. Obstacle components can include hurdles using cones and jump ropes; locomotor movements in and out of cones; hula hoops in different formations for jumping, hopping, leaping; and mats to jump and land or perform animal walks, or have them dribble a ball with hands or feet. Design obstacle courses for maximum participation.
 - o lines - no more than four to a line. The next person in line starts soon after the person in front of them passes a designated point;
 - o circle/square – set up a circuit that will accommodate half the class while the other half is assigned a skill to practice in the middle of the area; and

- o partners - partners perform the activity at each station individually or as a team.
- Have students participate in large group games and incorporate movement concepts into movements of the game (“Red Light, Green Light”). Students begin at a starting line and move forward with the directions of the leader who stands approximately 60 feet in front of players. The leader calls out commands which the children follow such as:
 - o jump and land three times;
 - o complete two leaps;
 - o walk slowly until you hear “stop”;
 - o hop six times forward and twice backward; and
 - o bend down and crawl at a low level until you hear “stop.”
- After several challenges, the leader will call out “traffic jam” and try to tag students who are fleeing to the safety of the starting line.
- The following techniques can be used to divide into partner or group activities:
 - o use colored ponytail holders;
 - o letters of first, middle, or last name;
 - o birthday;
 - o color of clothing;
 - o height;
 - o playing cards;
 - o stickers given on entering class;
 - o skill assessment determination; and
 - o count off by odds, even, multiples, random (mix it up each time) .
- Students participate in “Clean out the Backyard.” In this game, the class is divided into two equal teams and each player finds a personal space on his/her designated half of the play area. A centerline or net divides the teams, and players must not cross this line. A large number (two dozen or more) of nerf/fleece/paper balls are scattered around the play area (on each side). On the “go” signal, students on both sides throw balls to the other side trying to clean their backyard. On the “stop” signal, students drop and count all balls on their side to determine which team has the cleanest yard. The skills are described and reinforced during the game. Overhand/underhand throw, or kicking can be the designated skill. The concepts of speed in throwing, as well as force to send the balls to the back of other yard can be discussed. In addition, directions the balls are thrown and pathways to retrieve balls can be reinforced.
- Give students a short jump rope (inside) or a piece of chalk (outside on the blacktop) and have them make designs on the floor/ground that reinforce movement pathways. Have the students incorporate locomotor skills and travel the pathways they designed while adjusting speed as the teacher directs the movement.

- Set up stations that allow students to practice manipulative skills while incorporating concepts of force and speed. For example:
 - station 1 – kick a ball slowly and lightly to travel between bowling pins so they remain standing;
 - station 2 - roll a ball and try to knock down a bowling pin;
 - station 3 - throw a ball through hoop suspended at high level;
 - station 4 - dribble a ball to a designated point and back (more advanced can change directions, pathways, and speed); and
 - station 5 - throw a ball to the wall and catch as it bounces and returns.

- Have students move through pathways set up with rows of hula hoops as they practice jumping, hopping, and leaping. Hoops can be arranged in straight, curved, or zigzag patterns. Variations include a single line, staggered line, a one-two-one-two formation, close together or apart.

- Have students participate in target practice activities where throwing distance is progressively increased and they must use more force to hit the target. Individual skills levels should determine throwing distances.

- Have students participate in movement challenges given by the teacher, which can be used with or without equipment. In this example, each child will need a hula hoop. This is an exploratory experience with movement challenges as well as commands. The hula hoops will give students their own personal space as well as use for the challenges. After students are in their space, begin the class by saying “can you...”
 - jump in and out of your hoop 10 times?
 - jump in and land low?
 - stand in the middle and reach high; medium; or low?
 - jump rope with your hoop?
 - put one foot in the hoop, one foot out, one arm in, one arm out?
 - make a bridge over your hoop?
 - get small or large in the hoop?
 - walk on the outside or inside of the hoop?

- Have students participate in rhythmic activities designed to elevate heart rate. The students will also incorporate locomotor and non-manipulative movement skills. The parachute is an excellent way to incorporate these movement skills and concepts. After teaching the students how to hold the parachute correctly, the following activities can be introduced:
 - “ripples and waves”;
 - “merry-go-round” right hand, left hand;
 - “the wave”;
 - “the mountain”;
 - “popcorn”;

- o “inside the mountain”; and
- o "number change".

The best way to complete the parachute activity is to put the movements to music. Many records are available with vocal cues. Let the class make up a routine.

- Have students participate in an adventurous story play. As the teacher reads/tells the story, students perform movements according to what the teacher describes in the story. For example: The teacher is telling a story about going camping in the woods: We are hiking in the woods...The sun is shining and the trees are swaying in the wind...We hear a rustling in the bushes-OH! It is a big black bear (all the children pretend to walk like a bear)...As we continue our walk we come to a stream...we look in the water and see a huge fish (students pretend to fish)... The fish swims away very fast (the students swim)...The story would continue with other animal walks and locomotor movements added into the story. The teacher could also go on a safari with the students.
- A teacher observation checklist for manipulative patterns is a good assessment tool to determine the level of proficiency of skills to be assessed:
 - o throw: side to target, T position, step with opposite foot;
 - o kick: body position to stationary ball for one step, step with opposite foot close to the ball, foot contact on the ball, follow-through; and
 - o dribble: use finger pads, push the ball down, contact at waist level.
- Develop a Student Concept Sheet to assess understanding of movement concepts: non-manipulative skills –

Name	Turn	Twist	Roll	Balance	Stretch	Curl	Bend

- Communicate the results to the classroom teachers and parent/guardian.

STRAND: Personal Fitness

Grade: First

Standards of Learning

- 1.3 The student will participate frequently and for short periods in sustained, moderate-to-vigorous physical activities that cause increased heart and respiration rates.
- 1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

Understanding the Standards

The students should understand the difference between moderate and vigorous physical activities. Students should also understand what changes take place in their bodies during moderate and vigorous physical activities.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify moderate physical activities.
- Identify vigorous physical activities.
- Experience the changes to heart rate and breathing caused by sustained moderate or vigorous activity.
- Identify what happens to the body during moderate and vigorous physical activities.
- Explain why the heart rate increases during moderate and vigorous physical activities.
- Explain why breathing rate increases during moderate and vigorous physical activities.

Instructional Resources

- Internet sites:
 - o American Heart Association - www.americanheart.org
 - o PE Central- www.pe.central.vt.edu

The following activities assist students in accomplishing the standard.

- Have students participate in a variety of moderate physical activities.

- Have students participate in a variety of vigorous physical activities.
- Have students do various levels of physical activity and check their heart rate and breathing rate after each activity.
- Use stethoscopes to have students listen to their hearts and breathing while participating in physical activities.
- Have the students find their pulse.
- Discuss the differences of the heart rate before and after exercising.
- Explain to students that they should be able to talk to a partner while performing moderate physical activity. If the students are unable to talk, they are working above a moderate level, should check their pulse, and adjust their physical activity level.
- Have students do various levels of physical activity and check their heart rate after each activity.
- Use stethoscopes to have students listen to their hearts and breathing while participating in physical activities.
- Use the following kits from the American Heart Association
 - o "Heart Power"; and
 - o "Just Jump".
- Use the Virginia Standards of Learning guide from the American Heart Association to make interdisciplinary connections with SOL in other curricular areas.

STRAND: Responsible Behaviors

Grade: First

Standard of Learning

- 1.5 The student will apply, with little or no reinforcement, safe and cooperative behaviors in physical activity setting.
- a. Work independently for short periods.
 - b. Try new activities and skills.

Understanding the Standard

The intent of the standard is to provide an opportunity to apply safe and cooperative behaviors during new activities and skills. Safe is defined as not apt to cause harm, injury or danger.

Cooperative is defined as:

- following rules;
- encouraging others;
- complimenting others;
- controlling temper;
- wanting everyone to play well and succeed;
- working together toward a common goal;
- helping less skilled classmates;
- playing under control;
- sharing; and
- showing concern for classmates' feelings.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Understand and demonstrate safe and cooperative behaviors.
- Work independently for short periods.
- Learn new skills in appropriate skill-building activities.
- Have skills for participation in new activities.

Instructional Resources:

The following activities assist students in accomplishing the standard.

- Create classroom rules for safety, participation and cooperative activities.
- Integrate lessons that allow students to work cooperatively with others in small groups.
- Integrate lessons that challenge students' present skill level and allows them to try new skills.
- Provide station work and cooperative group work with manipulatives.
- Use simple tests for assessing safety rules and cooperative behaviors.

STRAND: Physically Active Lifestyle

Grade: First

Standard of Learning

1.6 The student will participate regularly in physical activities that require exertion and skill.

Understanding the Standard

The intent of the standard is to explore ways students can participate regularly in physical activities that require exertion and skill.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify physical activities that require exertion and skill.
- Participate in a variety of activities that require physical exertion and skill.
- Compare and contrast activities that require physical exertion and skill with those activities that do not require exertion and skill.

Instructional Resources

- Internet sites:
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o Kids Running.Com - www.kidsrunning.com
 - o PELINKS4U - www.pelinks4u.org
 - o Kids Health - www.kidshealth.org

The following activities assist students in accomplishing the standard.

- Have students participate in various levels of physical skills and exertion.
- Have the students choose from a list of activities, participate in the activity, and explain the level of physical exertion and/or skill (locomotor or object control skills, tag, rope jumping, etc.).
- Have students keep an activity log and chart activities they participate in outside of physical education.
- Offer students opportunities to participate in organized fitness activities during recess time. Work with the other teachers to organize fun runs/walks so that students can accumulate mileage to reach a specified location. This is an opportunity to merge instruction with other curricular areas.

STRAND: Skilled Movement

Grade: Second

Standard of Learning

- 2.1. The student will continue to demonstrate correct critical elements of locomotor, non-manipulative, and manipulative skills (isolated, small parts of the whole skill or movement).
- a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, dribbling.
 - b) Demonstrate educational gymnastic sequences including balance, roll, transfer of weight, and flight.
 - c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic folk and creative dance sequences.

Understanding the Standard

The intent of this standard is to progress from developing basic skills to applying more complex and specialized skills in a variety of movement forms. Students should have an opportunity to explore basic movement skills individually, with partners and in small groups. Simple gymnastic and rhythm sequences play an important role in reinforcing basic movement skills.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Demonstrate developmentally appropriate competence in combinations of fundamental motor skills performed individually and with others.
- Practice general movement vocabulary.
- Demonstrate motor skills when participating in low-organized game.
- Cooperate effectively with a partner and a group to accomplish an assigned task during games and activities.
- Demonstrate how to use space to move safely in different directions at varying speeds.
- Drop a ball and bat it against a wall after it bounces. **Keep the ball going.**
- Demonstrate smooth transition from one locomotor skill to another (skip, hop, gallop and slide).

- Demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others.
- Hit a ball repeatedly with a paddle.
- Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.
- Change direction of travel from backward to forward, to sideways quickly and safely without falling.
- Jump and land using a combination of one-and two-foot takeoffs and landings.
- Roll smoothly in a forward direction without stopping or hesitating.
- Perform balance activities on both a balance board and a balance beam.
- Move feet into a high level by placing the weight on the hands and landing with control.
- Travel changing speeds and directions in response to a variety of rhythms.
- Combine various traveling patterns rhythmically to the music.
- Demonstrate balance in both symmetrical and asymmetrical shapes on various body parts (i.e., knees, elbows, shoulders, head).
- Without hesitating or stopping, kick a stationary ball using a running approach.
- Consistently strike a softly thrown ball with a bat, paddle or racquet.
- Using a correct grip and side orientation, consistently hit a ball with a bat from a tee or cone.
- Select and perform locomotor skills involved in a variety of activities.
- Select and perform nonlocomotor skills involved in a variety of activities.
- Select and perform ways to receive, retain and send an object using the body and other implements both individually and with others.

Instructional Resources

- Internet sites
 - National Adapted Physical Education Standards - <http://www.twu.edu/o/apens>

offers information on National Adapted Physical Education Standards and information concerning children with special needs

- o Sports Illustrated for Kids - <http://www.sikids.com> offers a student-friendly magazine on sports. Professional sport athletes are featured.

The following activities assist students in accomplishing the standard.

- In groups, perform various dance activities with a parachute or other manipulative (balls, scarves, hoops, wands, etc.).
- Use drums or other rhythm instruments, rhythm sticks, and body sounds to demonstrate or identify different music skills (snapping fingers, stomping, clapping).
- Perform a variety of jump rope skills, both short/long (see “Jump Rope for Heart” materials from the American Heart Association).
- Read and act out the book *Hop, Jump* by Walsh, 1996.
- Have students interpret a variety of music through different locomotor patterns (given a selection of music with different beats, pitches, and volumes, students move throughout space creating their own interpretation).
- Create movement sequences involving more than one concept, such as skipping in a zigzag- action and pathway - and matching a partner with a sideways gallop - action and relationship.
- Basic Movement Skills Assessment Sample

Color the body parts that move when you:
skip ⇒ **run** ⇒ **walk** ⇒ **jump** ⇒ **throw**



- Folk dance is an excellent way to combine locomotor and nonlocomotor skills. These can be introduced in the context of different relationship, spatial (set floor patterns) and

effort (fast and slow) concepts. Folk dance is also an excellent way to integrate subject matter from other components of the school curriculum, especially social studies.

- Create and play a net game using the skills of catching a beanbag and throwing into an open space of a partner’s court.
- Performance Task Example
 - Knock Down Game – two-handed throwing game; throw to knock down skittles, pylons, etc.
 - Checklist for two-handed throw:

	Performs Two-handed throw	Retrieves ball	Retains ball with control	Varies distance	Works with others
Name					

Suggested Inclusion Activities

- Explain what you want the child to do in simple terms.
- Demonstrate using a peer as often as possible.
- Physically assist or guide the child through the target skill or movement.
- Keep your classes as structured as possible. This helps behavioral issues stay at a minimum.
- Use cooperative games.
- Ask the child with a disability for ideas about activities, modifications and interests.

STRAND: Movement Principles and Concepts

Grade: Second

Standard of Learning

2.2 The student will apply the basic movement concepts to change performance of locomotor, non-manipulative and manipulative skills.

- a) Use the concept of relationships in dynamic movement situations (over, under, around, in front of, behind, and through).
- b) Use feedback to improve movement skill performance.

Understanding the Standard

The intent of this standard is to practice the concept of relationships by investigating:

- Relationships between the head, shoulders, arms, waist, hips, knees and feet.
- Relationships with people.
- Relationships with apparatus, equipment and other people.
- Relationships in dynamic movement.

The teacher should provide specific feedback on skill components. Critical elements of the skills should be posted for student and teacher reference.

Essential Knowledge and Skill

To be successful with this standard, students are expected to:

- Explore relationships between the head, shoulders, arms, waist, hips, knees and feet:
 - o round (curved);
 - o narrow;
 - o wide;
 - o twisted;
 - o symmetrical/nonsymmetrical; and
 - o horizontal/vertical.
- Explore relationships with people:
 - o leading/following;
 - o mirroring/matching;
 - o unison/contrast;

- o between;
 - o groups;
 - o partners;
 - o solo; and
 - o alone in a mass.
- Explore relationships with apparatus, equipment, and other people:
 - o over/under;
 - o on/off;
 - o near/far;
 - o in front/behind;
 - o along/through;
 - o meeting/parting;
 - o surrounding;
 - o around; and
 - o alongside.
 - Explore relationships in dynamic movement:
 - o quick movements - keep center of gravity as high as possible and near edge of base of support in movement direction;
 - o quick stops - widen the base of support and lower the center of gravity as low as possible consistent with next move;
 - o stability - dependent upon friction existing between the base of support and the supporting surface; and
 - o application of force - a force is a push or a pull.
 - Be able to recognize competent levels of performance in themselves and others.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Have students do warm-up exercises relating to movement concepts, with verbal directions, (start curl-ups in a horizontal plane, but begin explosive jumps in a vertical plane).
- Set up an obstacle course that requires students to travel over/under (hurdles made from chair with ropes across) or crawl through narrow or wide spaces that are formed with tumbling mats. Provide enough obstacles to have half the class active at one time. Have a student start at each obstacle to get them active immediately. Other students can be in the middle jumping rope or playing catch.

- Have students participate in cooperative games such as “Friends”. In this game the students locate a partner. As the teacher calls out movement concept challenges, the students respond appropriately:
 - stand in front/behind your friend;
 - travel around your friend; and
 - move in unison/contrast with your friend (both stand up tall, then both squat down small/one up, one down for contrast).

- Have the students participate in a mirror activity as they take turns leading and following their partner's movements. Start with exaggerated, slow movements. Add pieces of equipment to change the dynamics.

- Have the students participate in a tumbling unit and incorporate movement concepts into the directions and explanations of the skills:
 - log roll - make body narrow as if a log or pencil and roll down the mat;
 - egg roll - make your body into a tight ball and roll down the mat; and
 - balances - on different body parts, different numbers of body parts, and combinations of body parts individually and with a partner.

- Have the students perform relay team challenges as the teacher gives “who goes” directions for each race. Relay lines should have no more than three students per line to keep all students engaged:
 - running or skipping - solo;
 - ball between heads or hips - partners;
 - two hoops tied together with a jump rope; all three have to jump from one hoop into the next (one at a time) - groups of three; and
 - ball between knees and jump to end of line - everyone in the class .

- Have the students participate in station work activities involving individual work as well as partner work. Ball-handling stations are a great way to incorporate individualized and partner-developed skill work. The following is an example of this type of station work (three minutes at each station and then rotate to a new one):
 - station 1: Bounce a ball to a partner. Partner catches the ball and bounces it back;.
 - station 2: Rope jumping -- continuous jumping during the three-minute period;
 - station 3: Individualized dribbling -- stressing continuous movement of the ball, hand/finger position, elbow position, height of ball and consistency;
 - station 4: Underhand toss --Toss a whiffle ball to a partner underhand. How many times can you toss and catch the ball without missing?
 - station 5: Underhand toss to target -- Toss a rag ball to a target placed on the wall. Can you hit the target six out of ten times at each of the three distances?

- Have the students participate in rhythmic activities through a variety of experiences:
 - beginning class with an aerobic warm-up is a great way to introduce rhythms;
 - after the warm-up, continue class with several lummi stick selections that include marching, tapping, timing, pathways, levels, etc.; and
 - end class with a selection that would get the heart rate back down.
- Show instructional videos with correctly performed skills.
- Videotaping is a great assessment tool, and can be used for immediate feedback and for skill assessment. Students can be taught to do the taping.

Standard of Learning

- 2.3 The student will identify and participate in physical activities that have cardiorespiratory, muscular, and flexibility benefits.

Understanding the Standard

The intent of the standard is to classify and engage in physical activities, exercises, games, and skill drills that develop heart-lung capacity (cardiorespiratory endurance), muscular strength and endurance and flexibility.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify activities that develop heart lung capacity (jogging, biking, swimming, walking, dancing); muscular strength and endurance (pull-ups, push-ups, curl-ups); and flexibility (basic stretches such as butterfly, modified hurdler).
- Participate in lifetime fitness activities that elevate heart rate, develop strong muscles, encourage range of motion in joints, and help prevent obesity and other diseases/health disorders.

Instructional Resources

- Internet sites:
 - o American Heart Association - www.americanheart.org
 - o PE Central- www.pe.central.vt.edu
 - o PELINKS4U - www.pelinks4u.org
 - o Kids Health – www.kidshealth.org

The following activities assist students in accomplishing the standard.

- Have students list fitness activities into health-related fitness categories: cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility.
- Have students do various levels of physical activity and check heart rate after each activity.

- Have students experiment with cardiorespiratory endurance, muscular strength and endurance activities to investigate how heart rate changes as activity levels increase/decrease.
- Make connections for students with rhythmic activities and the benefits to fitness. In particular, with dance's effects on cardiorespiratory function.
- Use the following kits from the American Heart Association:
 - o "Heart Power"; and
 - o "Just Jump".
- Use the Virginia Standards of Learning guide from the American Heart Association to make interdisciplinary connections with SOL in other curricular areas.

STRAND: Responsible Behaviors

Grade: Second

Standard of Learning

2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behavior.

Understanding the Standard

The intent of the standard is to provide opportunities to work cooperatively, respectfully and safely in a variety of individual and group settings.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Work with class peers in cooperative group activities.
- Understand what it means to treat others with respect.
- Follow rules and procedures that are established to maintain a safe environment.

Instructional Resources

- Project Adventure Web site: www.pa.org
- The New Games Book, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1976.
- More New Games, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1981.
- Adventure Play Adventure Activities for Preschool and Early Elementary Age Children. Nancy Bower Simon and Schuster Custom Publishing, 1998.

The following activities assist students in accomplishing the standard.

- Develop large group movement activities (dance).
- Provide students with the opportunity to work with peers to accomplish a goal.
- Incorporate opportunities for positive peer reinforcement (complimenting others).
- Provide station work and large group activities using manipulatives.

- Design lessons that focus on a variety of dance forms, including international dances.
- Identify safe places to ride bikes, play ball games, etc.
- Identify appropriate safety equipment for physical activities (bike helmet, elbow, knee and wrist guards for in-line skating).

STRAND: Physically Active Lifestyle

Grade: Second

Standard of Learning

2.5 The student will identify opportunities outside of school to participate in regular physical activities.

Understanding the Standard

The intent of the standard is to explore ways to participate in physical activities outside of school.

Essential Knowledge and Skill

In order to meet this standard, it is expected that students should be able to:

- Identify local programs, clubs, and organizations that provide opportunities for participation in physical activity.
- Understand the benefits of participating in regular physical activity.

Instructional Resources

- Internet sites:
 - Walk to School Day: www.walktoschool-usa.org
 - Centers for Disease Control and Prevention: www.cdc.gov
 - PE Central- www.pe.central.vt.edu
 - PBS Teacher Source - www.pbs.org/teachersource/
 - Kids Running.Com - www.kidsrunning.com
 - PELINKS4U - www.pelinks4u.org
 - Kids Health – www.kidshealth.org

The following activities assist students in accomplishing the standard.

- Provide information to students about local programs/schedules for participation in physical activities (YMCA, Parks and Recreation, fitness clubs and gyms).
- Post a word wall of favorite physical activities in the gymnasium.
- Have students identify safe places to conduct physical activity.
- Have students brainstorm activities they can do within their community with family members and friends.

- Participate in "Walk to School Day". This special day allows communities to come together with ideas that promote walking within their local area and promotes walking as an excellent form of physical activity.
- Review materials from Centers for Disease Control and Prevention on promoting healthy lifestyles through participation in physical activity.

STRAND: Skilled Movement

Grade: Third

Standard of Learning

- 3.1 The student will apply locomotor, non-manipulative, and manipulative skills in increasingly complex movement activities.
- a) Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
 - b) Use manipulative skills in movement combinations (perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner; develop and refine educational gymnastics sequence).
 - c) Demonstrate moving to a rhythm (performing simple dances in various formations, developing and refining a creative educational dance sequence that repeats).
 - d) Perform educational gymnastic sequences with at least four non-manipulative movements.

Understanding the Standard

The intent of this standard is to continue progress toward competency in demonstrating fundamental motor/movement skills (locomotor, non-manipulative, and manipulative skills). Another emphasis of this standard is to begin to combine and refine manipulative skills with locomotor and non-manipulative skills while participating in educational games, gymnastics and dance. Students should begin to acquire the ability to manage numerous tasks (variations of movement skills and spatial awareness) at the same time and implement these skills during game situations.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Demonstrate critical elements associated with locomotor, non-manipulative skills and manipulative skills.
- Demonstrate combinations of locomotor, non-manipulative and manipulative skills (walking while tossing and catching).
- Demonstrate variations of locomotor, non-manipulative and manipulative skills repetitively while moving to a rhythm.

Instructional Resources

- Internet sites:
 - o Baltimore County Public Schools - http://www.bcps.org/offices/health_pe/adapted highlights a section of frequently asked questions pertaining to adapted physical education and provides numerous links to organizations associated with various medical conditions.
 - o Ayden Elementary School (John Williams) <http://schools.eastnet.ecu/pitt/ayden/physed.htm> includes lesson plan ideas, games and links to other physical education Web sites.
- Landy's and Burrige's *Fundamental Motor Skills and Movement Activities for Young Children: Teaching, Assessment & Remediation* and Holt/Hale's *On the Move: Lesson Plans to Accompany Children Moving* provide teachers with lesson plans that focus on skill development and ideas for developmentally-appropriate activities which incorporate movement skills.
- Hengstman's *Movement ABC's: An Inclusive Guide to Stimulating Language Development* is a resource for incorporating language development into the physical education setting.
- Schiemer's *Assessment Strategies for Elementary Physical Education* addresses various assessment strategies and presents "58 Ready-to-Use Worksheets."
- Werner's *Teaching Children Gymnastics: Becoming a Master Teacher* presents numerous examples of gymnastics activities that are ideal for teaching traveling, stations and rotations.

The following activities assist students in accomplishing the standard.

- Task Cards: They can focus on the skill performance (process or quality), or can challenge the students with a variety of specified outcomes (product or quantity) or combine the two.

Sample Product / Process Task Card:

Name _____						
Rolling						
<p>You will get six turns to roll a ball to a target. Your partner will place a check next to each critical element you demonstrate while performing the skill of rolling. If you do not demonstrate a critical element, your partner will place an "X" next to that element. Your partner will then write down how many points you earned from hitting the target. After six turns, it is your partner's turn to roll and your turn to observe. After you and your partner have each had six turns at rolling, turn in this card and go to the next station.</p>						
Critical Elements	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6
1. Face target						
2. Step with opposition and swing arm						
3. Bend knees and at waist						
4. Follow through towards target						
Number of points from hitting target						

- Challenges: Conclude activity/movement portion of lesson with "challenge of the day" (when working on balancing, conclude with having the students "thread the needle").

Inclusion strategies for students with disabilities

- Assessment – assess students on as many critical elements as they are able to perform, and do not mark off for the ones they cannot perform due to their medical condition (if a student uses a wheel chair for mobility, the student obviously should not be graded on the critical element of "stepping with opposition" when demonstrating the manipulative skill of tossing).
- Modify equipment - use variations of the equipment that are lighter/heavier, smaller/larger, etc. (instead of a volleyball, use a beach ball, balloon, large foam ball, or even suspend these items from a basketball hoop for the student with the disability to practice/perform their volleying skills, etc).

Interdisciplinary teaching ideas

- While skipping or performing another locomotor skill and/or manipulative skill, and maintaining spatial awareness, count to 40 by twos, fours, fives, etc.
- Brainstorm ways numbers are used in sports (scores, averages, numbers on uniforms, etc.).

- Read sport-related books (fiction and nonfiction).
- Create physical activity safety posters (bicycle safety, water safety).

STRAND: Movement Principles and Concepts

Grade: Third

Standard of Learning

3.2 The student will apply movement principles in increasingly complex movement activities.

- a) Apply the principles of relationships while moving in space and using non-manipulative and manipulative skills.
- b) Apply the principles of relationships when working with a partner while moving (passing a ball in front of a moving partner).

Understanding the Standard

The intent of the standard is to transfer previously learned principles of relationship to more complex movement activities. The student will apply movement in dynamic and cooperative situations.

Essential Knowledge and Skill

To be successful with this standard, students will improve their ability to apply movement concepts by creating and moving through space using:

- Non-manipulative skills:
 - o moving to receive a thrown ball;
 - o moving to trap a kicked ball;
 - o moving to receive a bounced pass;
 - o fleeing / chasing; and
 - o dodging.
- Manipulative skills:
 - o kicking;
 - o striking with implements;
 - o volleying;
 - o catching;
 - o passing;
 - o dribbling;
 - o punting; and
 - o combinations of the above.
- Partner activities while moving:
 - o offensive;

- o defensive; and
- o lead-up games.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Students will identify the skills of stretching, bending, twisting and turning while performing warm-up exercises (touch toes while bending at the waist; jump and turn; lift the knee up and touch it with the opposite elbow, alternate knees; biceps curl; squat jumps; reach across the body; opposition moves). The student will also integrate degrees, angles, and directionality in the task.
- Students will apply the concepts of trajectory, force and speed while passing a ball to a moving person. Create drills to reinforce these concepts as they apply to soccer, basketball, football, hockey, etc.
- Use different equipment to construct an obstacle course for students to apply the concepts of speed, manipulative patterns, locomotor skills, and non-manipulative skills.
- Students will participate in cooperative large group or simple games. Tag games are great to get everyone in the class moving and incorporate many locomotor and non-locomotor skills. There are many tag games with variations. One such tag game is “Chicken Run”. Choose five students to be it. Each one gets a rubber chicken (a nerf ball would do). On the signal “go”, players with chickens must try to tag the other players with their free hand—NOT THE CHICKEN! If a player gets tagged, they become the new “it.” The former “it” must throw the chicken on the floor and flee. This gives them time to get away before being chased by the new “it”.
- Students participate in lead-up games that are skill-based. An example of this is “Mass Soccer”. The game is played with 4–6 teams, 4-6 goals (use cones 6-10 feet apart) scattered around the playing area, and 4-6 different colored balls. Each team has 2-3 players, with the objective of kicking their ball into any of the other teams goals while protecting their own. The skills being practiced are dribbling, faking, kicking, fleeing, scoring, and offensive/defensive strategies.
- Practice hockey skills (dribbling, passing, shooting) and non-manipulative skills by giving all students a stick and puck/ball (whiffle ball, tennis ball, nerf ball, newspaper ball). They are instructed to dribble the ball around the designated area. Students must use the correct grip and dribbling techniques to dodge around other students. Change the speed and the size of the dribbling area as the skill level improves. Remove 3-5 balls and those without a ball must try to take someone's away. If a student's ball is taken, they must try to take another person's. Next, divide the class into two groups and line them up facing each other at least 40 feet apart. Line up at least a dozen or more bowling pins or liter plastic bottles across the middle. One side has their puck/ball and on signal takes a shot at the pins. If you knock one down, you run to the middle and set it back up. The

other side stops and retrieves the balls that get through and takes their own shots. Challenge the students to count their hits. When time expires, 5 hits is classified pro, 4 is semi-pro, 3 is Olympic, 2 is recreational, and 1 is progressive. These are good activities for teacher assessment. This activity can be modified to practice many other skills.

- Students will participate in station work that will include independent skill work, small group skill work, movement challenges, jump rope skill work, and peer/self assessment. An example is:
 - o station 1: jump roping in a small group; two students turning and one jumping;
 - o station 2: dribbling around cones (feet or hands);
 - o station 3: moving to receive a bounced pass;
 - o station 4: shooting from specific distances; and
 - o station 5: curl-ups (partner holds feet and counts).
- Have the students record consecutive jumps, completed passes, number of shots made from each distance (students measure distance and determine their most competent shooting distances), and curl-ups.
- Students watch an instructional video segment on a particular skill/movement concept (commercial or teacher developed). Let students produce a video of skills and identify correct skill components.
- The teacher is constantly assessing student performance for critical elements and concepts by visual assessment, student verbal feedback, and rubrics check sheets.

Standard of Learning

- 3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes, such as sweating, increased heart rate, increased respiration).

Understanding the Standard

Students will understand what happens to their bodies during moderate and vigorous physical activities.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify the differences between moderate and vigorous physical activities.
- Explain why the body begins to sweat during moderate and vigorous physical activities.
- Explain why the heart rate increases during moderate and vigorous physical activities.
- Explain why respiration increases during moderate and vigorous physical activities.

Instructional Resources

- Internet sites:
 - American Heart Association - www.americanheart.org
 - PE Central- www.pe.central.vt.edu
 - PBS Teacher Source - www.pbs.org/teachersource/
 - PELINKS4U - www.pelinks4u.org
 - Kids Health - www.kidshealth.org
 - AAHPERD Physical Best Program – www.aahperd.org/Physical_Best/template.cfm

The following activities assist students in accomplishing the standard.

- Use student target heart rate to distinguish between moderate and vigorous activities.
- When participating in a moderate physical activity, students should be able to talk to a partner while performing the activity. If students are unable to talk then they are working above a moderate level. Have the students check their pulse and adjust their physical activity level.

- Explain what causes the body to sweat during moderate and vigorous physical activity.
- Have students do various levels of physical activity and check heart rate after each activity.
- Discuss resting heart rate and recovery heart rate and their relationship to good cardiovascular fitness.
- Have students experiment with cardiorespiratory and muscular strength activities to investigate how heart rates change as activity levels increase/decrease.
- Use the following kits available from the American Heart Association:
 - "Heart Power"; and
 - "Just Jump".
- Use the Virginia Standards of Learning guide from the American Heart Association to make interdisciplinary connections with SOL in other curricular areas.
- Use AAHPERD Physical Best Program. This health-related fitness program challenges and encourages children to lead physically-active lives.

Sample P.E. Activity Log:

Name _____ Grade: _____ Class Period: _____ Due On: _____	
Week # _____ <u>Monday</u> – 20 Push-ups and 25 Curl-ups: ____ <u>Tuesday</u> - Choice Activity: # ____ <u>Wednesday</u> – 20 push-ups and 25 Curl-ups: ____ <u>Thursday</u> – Choice Activity: # ____ <u>Friday</u> – 20 Push-ups and 25 Curl-ups: ____ Parent Signature: _____	Week # _____ <u>Monday</u> – Choice Activity: # ____ <u>Tuesday</u> – 20 Push-ups and 25 Curl-ups: ____ <u>Wednesday</u> – Choice Activity: # ____ <u>Thursday</u> – 20 Push-ups and 25 Curl-ups: ____ <u>Friday</u> – Choice Activity: # ____ Parent Signature: _____
Week # _____ <u>Monday</u> – 20 Push-ups and 25 Curl-ups: ____ <u>Tuesday</u> – Choice Activity: # ____ <u>Wednesday</u> – 20 Push-ups and 25 Curl-ups: ____ <u>Thursday</u> – Choice Activity: # ____ <u>Friday</u> – 20 Push-ups and 25 Curl-ups: ____ Parent Signature: _____	Week # _____ <u>Monday</u> – Choice Activity: # ____ <u>Tuesday</u> – 20 Push-ups and 25 Curl-ups: ____ <u>Wednesday</u> – Choice Activity: # ____ <u>Thursday</u> – 20 Push-ups and 25 Curl-ups: ____ <u>Friday</u> – Choice Activity: # ____ Parent Signature: _____

Choice Activities (20 minute minimum)

#1- Walking; #2- Jogging; #3-Biking; #4- In-line skating or roller blading; #5- Skateboarding; #6- Swimming; #7- Other sports like basketball, soccer, field hockey, football, etc; #8- OTHER- Check with your teacher to make sure that the activities are acceptable. Please write the specific activity: _____

STRAND: RESPONSIBLE BEHAVIORS

Grade: Third

Standard of Learning

- 3.4. The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
- a) Demonstrate independence and good use of time while practicing physical activity.
 - b) Provide input into establishing rules and guidelines for behavior in physical activity settings.
 - c) Work cooperatively with peers.

Understanding the Standard

The intent of the standard is to apply knowledge of rules, procedures and etiquette and to work cooperatively with others in physical activity. Students need to demonstrate the self-discipline/motivation necessary to stay on task and make responsible decisions.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Exhibit understanding of basic rules, procedures, and etiquette for a variety of individual and group physical activities.
- Work cooperatively with peers in small and large group activities.
- Follow directions and understand the activities that are planned.
- Participate in group discussions related to rules, procedures and etiquette.
- Independently exhibit discipline/motivation to practice physical activity skills.

Instructional Resources

- Project Adventure Web site: www.pa.org
- The New Games Book, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1976.
- More New Games, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1981.

- Adventure Play/Adventure Activities for Preschool and Early Elementary Age Children
Nancy Bower Simon and Schuster Custom Publishing, 1998.

The following activities assist students in accomplishing the standard.

- Create activities that allow students to work independently and cooperatively with others.
- Provide students with the opportunity to participate in group discussions related to rules and procedures.
- Incorporate lead-up games that allow students to use and develop rules and procedures.
- Identify common etiquette, rules and behaviors for individual and group physical activities.

STRAND: Physically Active Lifestyle

Grade: Third

Standard of Learning

- 3.5 The student will identify and participate in regular physical activity to improve skills and personal health.
- a) Select and participate in physical activities during scheduled times at home, school, or in the community.
 - b) Identify one physical activity that the student participates in regularly for fitness, enjoyment, and/or social interaction.

Understanding the Standard:

The intent of the standard is to identify the physical and social benefits of regular physical activity. Emphasis is placed on personal selection and participation in enjoyable and rewarding activities that might occur during the school day, at home, or in the community.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Compare the differences between skill-related fitness and health-related fitness.
- Identify the benefits of regular physical activity as it relates to skill improvement.
- Identify the benefits of regular physical activity as it relates to personal health.
- Understand the benefits of participating in regular physical activities.
- Establish a plan for participation in regular physical activities at home, school or in the community.
- Identify the fitness activity that he/she enjoys participating in on a regular basis.

Instructional Resources

- Internet sites:
 - o Walk to School Day: www.walktoschool-usa.org
 - o Centers for Disease Control and Prevention: www.cdc.gov/health/physact.htm
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o Kids Running.com - www.kidsrunning.com

- o PELINKS4U – www.pelinks4u.org
- o Kids Health – www.kidshealth.org

The following activities assist students in accomplishing the standard.

- Provide assessment tools (peer assessment sheets, videotape and picture charts for the walls, etc.).
- Use assessment tools to identify skill levels.
- Introduce a variety of lead-up activities to enhance skill development.
- Use the Virginia Wellness-Related Fitness Test in the fall to determine students' fitness levels.
- Use the Virginia Wellness-Related Fitness Test in the spring to determine progress in student fitness.
- Describe the differences between active and inactive lifestyles.
- Create a journal for recording daily physical activities.
- Research community organizations that offer physical activities (YMCA, Parks and Recreation, etc.).
- Post a word wall of favorite physical activities in the gymnasium.
- Participate in "Walk to School Day". This special day allows communities to come together with ideas that promote walking.
- Review materials for Centers for Disease Control and Prevention on promoting healthy lifestyles through participation in physical activity.
- Design and utilize an Activity Log for establishing a home workout program. This log could become a homework assignment.

Strand: Skilled Movement

Grade: Fourth

Standard of Learning

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
- a) Demonstrate proficiency in specialized locomotor, non-manipulative and manipulative skill combinations in games and modified sports activities (throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).
 - b) Demonstrate moving to a rhythm (perform a variety of educational dances with different international and regional American styles: create educational dances, combining shapes, levels, pathways, and locomotor patterns, and having apparent beginning, middle and end).
 - c) Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling and other types of weight transfer.

Understanding the Standard

The intent of this standard is to make progress toward combining fundamental movement skills (locomotor, non-manipulative and manipulative skills) and to incorporate variations of these movement skill combinations into increasingly more complex settings. The students will also begin to demonstrate specialized sport skills (volleyball bump, set and serve) and moving to a rhythm.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Demonstrate locomotor, non-manipulative and manipulative skills in game and modified sports activities.
- Create variations using each of the fundamental skills (locomotor, non-manipulative, and manipulative skills) and demonstrate to rhythm.
- Demonstrate variations of fundamental movement skills and begin to apply these skills in a more sport specific setting.
- Perform locomotor actions, exploring change of levels, pathways and contrasts in time.

Instructional Resources

- Internet sites:
 - Adapted physical education section of the Anchorage School District: <http://www.asd.k12.ak.us/Depts/ape/> offers a “Photo Gallery of Adapted Equipment”, “Teaching Strategies”, “Adaptations” and provides an opportunity to “Contact Us”.
 - Teach-nology: - <http://www.teach-nology.com> offers links to other physical education sites, in-depth unit plans, approximately 100 ready-to-use lesson plans, and the identification of critical elements for various fundamental motor skills. In addition, this site has a page dedicated to "field days", "behavior management", "Olympics" and "warm-ups".
- Hopple’s *Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment*, and from Colvin, Markos and Walker’s *Teaching the Nuts and Bolts of Physical Education: Building Basic Movement Skills* are sources highlighting information about critical elements, assessment examples and ideas for activities dealing with locomotor, non-manipulative and manipulative skills.
- Graham’s *Teaching Children Physical Education: Becoming a Master Teacher* is a thorough source on identifying components/elements of being a "master teacher."
- Articles by Rizzo and Lavay *Inclusion: Why the Confusion* and Block and Brady’s *Welcoming Children with Disabilities into Regular Physical Education* offer insight into components that general physical educators can consider when including a student with special educational needs.

The following activities assist students in accomplishing the standard.

- Divide students into small groups (4-5 per group) and assign each group a specific skill (volleyball serve for one group, volleyball bump for another, etc). With each group of students, give different pieces of equipment, like a bowling pin, Frisbee®, poly spots and a volleyball to one group, and a Whiffle® ball and bat, tennis ball, racquet and volleyball to another group. Then have each group create a game that incorporates each piece of equipment and allows each student to perform that group’s specified skill (volleyball serve). Assessment will be an observation checklist focusing on the students’ completion of the critical elements and can be done by the teacher or by an assigned group.

Sample Checklist:

Name of student performing skill _____		
Name of observer _____		
Name of skill _____		
Instructions: Write the critical elements associated with the identified skill, then place a check if you observe the student perform that element in the "Performed" column. If the student does not demonstrate that element, place a check in the "Did Not Perform" column.		
Critical Elements	Performed	Did Not Perform
1.		
2.		
3.		
4.		

- Have students "create a game." This is also a great way to "revisit" previously introduced skills while reinforcing introduced skills. Have each group write about the game and present to the class. Collect the write-ups; make copies for each student so that they will have a booklet of games created from their class, and from other fourth-, fifth- and sixth-grade classes.
- Introduce track and field events with appropriate modified equipment, distances and techniques. In small groups, rotate through stations for running, jumping and throwing.
- Practice kicking a soccer-size ball to a wall. A partner observes and gives feedback about the following important elements, one at a time:
 - o a fluid approach to the ball;
 - o the non-kicking foot is placed beside the ball;
 - o the kickers eyes are on the ball;
 - o the kicking leg stays bent; and
 - o arms swing in opposite direction.
- Play a game where the objective is to complete five passes without the other team intercepting. When on offense, focus on using v-cuts to create open space and give a target for teammates. On defense, concentrate on position and visual focus.
- Soccer Golf – played with partners. Players attempt to kick the ball into a marked target. Students are given a set number of kicks for each hole (par), and one point is added or deducted for every kick over or under par.

Sample Rubric for Soccer Golf:

4 Excellent	3 Proficient	2 Working to Achieve	1 Limited
Consistently demonstrates fair and safe play	Frequently demonstrates fair and safe play	Occasionally demonstrates fair and safe play	Rarely demonstrates fair and safe play
Displays a positive attitude and enthusiasm toward activity	Demonstrates a positive attitude	Displays a slightly indifferent to negative attitude	Displays a negative attitude
Consistently works collaboratively with partner, providing encouragement and support	Frequently works cooperatively with partner	Occasionally works with partner to achieve goal	Rarely works with partner to achieve goal
Demonstrates with confidence, proper skills all of the time	Demonstrates proper skills most of the time	Inconsistently demonstrates proper skills	Fails to demonstrate proper skills
Uses a thorough and insightful analysis with partner to lower score	Analyzes shots with partner to lower score	Sometimes analyzes shots to lower score	Requires teacher support to analyze shots to lower score

Inclusion strategies for students with disabilities

- Modify the educational setting. Lower the volleyball net, shorten the distance from home base to first base, lower the basketball hoop or decrease the size of the playing area are methods of modifying the setting.
- When creating and implementing adaptations, get input from the rest of the class. This gives students the feeling of ownership and they may accept the adaptations more eagerly.

Interdisciplinary teaching ideas

- Use sport-related words to work on spelling.
- Learn dances associated with the colonial period of U.S. History.
- Make a sport pennant of your favorite team.
- Conduct an experiment to determine what makes one type of ball bounce higher than others.

STRAND: Movement Principles and Concepts

Grade: Fourth

Standard of Learning

4.2 The student will understand and apply movement concepts and principles in complex motor skills.

- a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (trajectory, force, speed).
- b) Apply movement principles and concepts to basic game strategies.
- c) Use movement principles to improve personal performance and provide feedback to others.

Understanding the Standard

The intent of this standard is to execute a combination of skills with smooth integration and no hesitation. The students will begin to understand offensive, defensive and other game strategies. They will be able to identify the critical elements, analyze their performance, and provide feedback to others.

Essential Knowledge and Skill

To be successful with this standard, students must apply movement concepts and principles in complex motor skill performance including:

- Principles and concepts for motor patterns and combination skills:
 - o trajectory;
 - o force; and
 - o speed.
- Game strategies:
 - o offensive;
 - o defensive; and
 - o teamwork.
- Self-improvement and ability to provide feedback to others:
 - o oral;
 - o written;
 - o demonstration; and
 - o technology.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Students will warm-up while bending, stretching, twisting and turning. Music should be used to enhance speed and force. Aerobic routines will increase cardiovascular endurance.
- Students participate in cooperative games or large group games. Stress teamwork within the class setting. Game strategies should be included when planning the game, like playing “Capture the Flag.” The class is broken into two teams of equal size and strength. A field is divided into two equal halves. Each team is given a flag, a prisoner zone and a field to guard. The object of the game is to run into the other team’s side of the field, steal their flag and bring it back without being tagged. If a student is tagged while on the other team’s field, they go to the prisoner zone and remain there until someone on their team runs across and tags them. Games should be no more than 15 minutes to increase time on task and minimize students being out-of-play.
- In small groups, students choose an event or idea and relate it to the concepts of force, speed and flow (hurricanes, airplane flying, birds flying south for the winter, a tree falling, a deer leaping, flying a kite, floating clouds, pushing a stalled car, etc.).
- Students should analyze an athletic or recreational activity in terms of force, flow and/or speed.
- Have students work independently or with a partner while participating in station work. All students should participate and learn each station. The stations should include partner activities, peer/self-assessment, fitness, combination skills and motor patterns:
 - o station 1: timed locomotor movements - students time each other; choose to run, gallop, skip, side-slide, jump, etc.;
 - o station 2: V-sit - student performs the v-sit while being measured;
 - o station 3: shuttle run - students perform the activity while being timed;
 - o station 4: stretch bands - perform several exercises for arms and legs; determine which are the stronger and weaker muscles by the amount of force needed to complete the exercise; and
 - o station 5: step benches - students perform bench step combinations in cadence.
- Students learn folk dances that change speed, force and flow.
- Students set up a two-on-one keep-away game. Cones or ropes can be used to designate a minimum distance for the two outside partners. Movement is encouraged. Use any type of throw and catch to keep the ball away from the middle person. If the ball is caught or the middle player does not touch or catch the ball after 10 throws, the middle player trades places with a student on the outside. Increase the number of players to four-on-two.

- Students are divided by skill level into groups of 5-6 to play “Keep It Up.” Using the set shot (overhead pass) or bump (underhand pass), students see how many times they can consecutively volley the ball in their circle (use a beach ball for low skill level and a trainer volleyball for high level players). Post rubrics and team records (level 1-4, specify number of volleys).
- Have students participate in three-on-three mini-games without a goalie (teams determined by skill level). Use a flat or deflated ball to keep the games more confined and controlled. Higher skill levels may use balls that are more inflated to increase degree of difficulty. Space at least three pins at the ends of the designated playing area of each mini-game. The object is to knock all the opponents pins down to start a new game. Students will play person-to-person coverage. Emphasis is put on movement and teamwork.
- Videotape activities so students can analyze skill application or skill areas that need refinement.

Standard of Learning

- 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.
- a) Identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition).
 - b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals.
 - c) Apply the Frequency, Intensity, Time, Type (FITT) principle of training to implement personal fitness goals.

Understanding the Standard

The intent of the standard is to identify the components of fitness, apply data from fitness assessments and utilize the FITT principle to determine personal fitness.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify a variety of physical activities that improve heart-lung capacity (cardiorespiratory endurance) and muscular strength and endurance.
- Identify safe practices of proper warm-up and cool-down for improving flexibility.
- Associate physical activities that build more lean muscle in relation to fat to improve body tone.
- Use information from the completion of the Virginia Wellness-Related Fitness Test to assess levels of personal fitness.
- Associate the FITT principle with daily activities:
 - o FREQUENCY – How often is physical activity participation?
 - o INTENSITY – How much energy is expended during physical activity?
 - o TIME – How long is the physical activity?
 - o TYPE -What sports/lifetime activities does the student participate in?
- Associate heart rate and its relationship to cardiorespiratory fitness.

- Identify methods for evaluating and improving personal fitness.

Instructional Resources

- Internet sites:
 - o American Heart Association - www.americanheart.org
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o PELINKS4U - www.pelinks4u.org
 - o Kids Health - www.kidshealth.org
 - o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - o Fitnessgram® - www.cooperinst.org/ftgmain.as

The following activities assist students in accomplishing the standard.

- Use the following kits from the American Heart Association:
 - o "Heart Power"; and
 - o "Just Jump".
- Use the Virginia Standards of Learning guide from the American Heart Association to make interdisciplinary connections with SOL in other curricular areas.
- Utilize AAHPERD Physical Best Program. This health-related fitness program challenges and encourages children to lead physically active lives.
- Have students monitor pulse rate while participating in cardiorespiratory endurance activities.
- Have students experiment with cardiorespiratory activities and muscular strength activities to find out how heart rate changes as activity levels increase/decrease.
- Have students conduct self/peer assessments in fitness using various types of assessment equipment.
- Have the students research the school and community programs and facilities that are available for safe participation in physical activities (school running clubs, jump rope clubs, gymnastics clubs, etc.).
- Have the students implement the FITT principle by participating in an after school or at home fitness program, and record information in a journal or log.

- Incorporate *The Cooper Institute's Fitnessgram*® into the program. The *Fitnessgram*® is an assessment program that allows evaluation of the student's personal level of fitness and provides feedback for both maintenance and improvement in all areas.

Standard of Learning

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
- a) Work productively and be respectful with others in achieving a common group goal.
 - b) Work toward positive solutions in resolving disagreements.
 - c) Demonstrate appropriate etiquette and application of rules and procedures.
 - d) Identify the contributions different cultures have made to sport, dance, and recreational pursuits.

Understanding the Standard

The intent of the standard is to provide the opportunity to use sport and problem-solving skills in game situations and appreciate how culture contributes to physical activities. The standard provides the opportunity to identify the contributions of different cultures to sports, dance and recreation.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Have the skills and rules necessary to achieve a common goal.
- Work cooperatively with others.
- Identify rule violations and a possible means of resolving them.
- Understand the rules and procedures of the game or activity.
- Identify a variety of activities and their cultural origins.
- Demonstrate sports etiquette that would lead to solutions for disagreements.
- Respect cultural differences and work toward common goals.

Instructional Resources

- Project Adventure Web site: www.pa.org
- The New Games Book, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1976.
- More New Games, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1981.
- Adventure Play. Adventure Activities for Preschool and Early Elementary Age Children. Nancy Bower Simon and Schuster Custom Publishing, 1998.
- Adventures in Peacemaking A Conflict Resolution Activity Guide for School-Age Programs, William J. Kreidler, Lisa Furlong, Libby Cowles, and IlaSahai Prouty Project Adventure, August 1996.

The following activities assist students in accomplishing the standard.

- Develop cooperative and competitive games that allow students to develop their skills.
- Provide opportunities to role-play a variety of scenarios to learn solutions for disagreements.
- Integrate lessons that include sports, dances, and recreational activities from different cultures.
- Have students explore the school's Character Education curriculum and student code of behavior guidelines.
- Have students with emotional disabilities use classroom teacher's behavior management plan to reinforce positive behaviors.

STRAND: Physically Active Lifestyle

Grade: Fourth

Standard of Learning

- 4.5 The student will identify opportunities to participate in regular physical activity at home, at school and in the community.

Understanding the Standard

The intent of the standard is to explore ways to participate in physical activities in and out of the school setting.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify programs, clubs, and organizations that provide opportunities for participation in physical activity.
- Identify the benefits of participating in regular physical activity.
- Establish a plan for participation in regular physical activities at home, school, and in the community.

Instructional Resources

- **Internet sites:**
 - o Walk to School Day: www.walktoschool-usa.org
 - o Centers for Disease Control and Prevention: www.cdc.gov/health/physact.htm
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o Kids Running.Com - www.kidsrunning.com
 - o PELINKS4U - www.pelinks4u.org
 - o Kids Health - www.kidshealth.org

The following activities assist students in accomplishing the standard.

- Provide information to students about local programs/schedules for participation in physical activities (YMCA, Parks and Recreation, fitness clubs and gyms).
- Provide opportunities for students to participate in clubs before and after school (running, jump rope, sport skills, PTA enrichment programs and Family Fitness Nights).

- Use the Internet to research the benefits of physical activity.
- Create a journal/log for recording physical activity.
- Post a word wall of favorite physical activities in the gymnasium.
- Organize a "Healthy Heart Night". See PE Central Best Practices as a resource.
- Participate in "Walk to School Day", which allows communities to come together with ideas that promote walking in the local area, and walking as a physical activity.
- Review materials from Centers for Disease Control and Prevention on promoting healthy lifestyles through participation in physical activity.
- Design and use an Activity Log for establishing a home workout program. This log could become a homework assignment.

Strand: Skilled Movement

Grade: Fifth

Standard of Learning

- 5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities:
- a) Perform complex educational gymnastic sequences including travel, roll, balance, and weight transfer with smooth transition and changes of direction, speed and flow.
 - b) Perform different types of rhythm/dance sequences.

Understanding the Standard

The intent of this standard is to demonstrate age-appropriate proficiency of fundamental movement skills (locomotor, non-locomotor and manipulative skills) while engaged in a variety of activities. During fifth grade, students should perform motor/movement skills in a variety of structured gymnastic or tumbling sequences. Variations of these skills and skill combinations are performed in increasing complex environments. Students should perform folk dances, square, creative, and/or aerobic rhythmic activities, and be able to develop simple routines to music like jump rope, dance or gymnastics.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Combine and demonstrate variations of fundamental movement skills while participating in various educational games, gymnastics and dances.
- Demonstrate movement concepts while performing fundamental movement skills and sport-specific skills within complex movement activities.
- Perform variations of fundamental movement skills and sport-specific skills with a partner and in a small group.
- Combine skills to participate in modified games and activities, and coordinate movements with teammates to achieve team goals as in:
 - o give and go in basketball;
 - o more complex folk, line or square dances; and
 - o aerobic dances.
- Transfer weight from feet to hands at fast and slow speeds using large extensions (mule kick, handstand, cartwheel).

Instructional Resources

- Special Olympics Web site: <http://specialed.about.com/cs/pespecialolympics/> provides information about the legal components of special education, various disorders, and adaptations to playing various sports.
- Seaton's *Physical Education Handbook* and Gabbard, LeBlanc, and Lowy's *Game, Dance, and Gymnastics Activities for Children* are resources for lead-up-activities for sports, lesson ideas for gymnastics and strategies for teaching dance.
- Sherrill's *Adapted Physical Activity, Recreation, and Sport: Crossdisciplinary and Lifespan*, David Auxter et. al *Principles and Methods of Adapted Physical Education and Recreation* and Dunn's *Special Physical Education: Adapted, Individualized, Developmental* provide legal considerations, characteristics of disabilities and teaching suggestions for students with special educational needs.
- Ward's *Teaching Tumbling* provides skill progressions, lesson plans, scope and sequence charts, reproducible task cards, skill-assessment checklists, and other helpful information to teach tumbling

The following activities assist students in accomplishing the standard.

- Have students analyze movement. For example, in addition to saying, "balance on one knee," say "How many different body parts can you balance on while counting to the number five?"
- Have students work on the "process" of the skill first and then begin to incorporate "product" challenges for the students.
- Have students start a journal reflecting the time spent practicing sports-related skills.
- Student Project. In groups of 3-4 students, have them pretend they are assistant soccer coaches. The coach asked for a presentation of: (1) short accurate passes, and (2) shots on goal.
- Have students perform dance/rhythmic sequences or routines that combine various locomotor and nonlocomotor movements with the use of manipulative objects to 3/4 or 4/4 time (ball, scarves, jump ropes, lummi sticks, tinkling poles).
- Design and perform a group rhythmic sequence or routine. Jump ropes, balls, jump bands, tinkling poles, scarves, ribbons, streamers, hoops or any other manipulative

objects can be used. The sequence or routine should not last longer than two minutes and will include:

- o at least 8 but not more than 10 locomotor and/or nonlocomotor movements that may include the use of manipulative object;
 - o intentional changes in direction and level;
 - o smooth flowing sequence;
 - o a beginning and ending shape (pose); and
 - o performance to a teacher-selected musical selection (1 1/2 to 2 minutes long).
- Rubrics can refer to the process of a skill, the product of a skill, or a combination of the product and process. Rubrics can be used to place the responsibility or accountability on the students.

Sample Rubric for a Tumbling Routine:

<p>10 / 10 points: student must perform five skills. Three of the five skills must include at least one balance (knee balance), one roll (forward roll) and one inverted movement (cartwheel). Each skill must be performed correctly by incorporating all critical elements.</p> <p>9 / 10 points: Five skills are performed with three of the five incorporating at least one balance, one roll, and one inverted movement. However, the performance of the skills may lack critical elements.</p> <p>8 / 10 points: Four skills are performed with one skill being a balance, one a roll, and one an inverted skill. Each of the four skills must include all critical elements.</p> <p>7 / 10 points: Four skills are performed with one skill being a balance, one a roll, and one an inverted movement. However, the skills lack the presence of critical elements.</p>

Sample routine paper that identifies skills to be performed:

Tumbling Routine Paper	
Name _____	Date _____
Instructions: List the skills, in the order that you are going to perform them in your tumbling routine.	
Skills	Score
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Total _____	

Inclusion strategies for students with disabilities

Rules to games can be adapted to a student with special needs. Some examples of adapting rules include having a student have a "free" kick on goal, a "free" catch or pass in football, throwing a volleyball over the net instead of performing an underhand or overhand serve, or scoring one point if a basketball hits the net or rim.

Interdisciplinary teaching ideas

- Use addition, subtraction, multiplication and division skills to solve word problems related to sports. In football, a touchdown is worth six points, and an extra point is worth one point; if a team scores three touchdowns and no extra points, what is their score?
- Create an obstacle/challenge course that simulates the flow of blood through the circulatory system.
- Calculate target heart rates.
- Conduct mock Olympics.

Standard of Learning

- 5.2 The student will understand and apply movement principles and concepts in complex movement activities.
- a) Apply movement concepts of body, space, effort, and relationship to movement.
 - b) Apply principles of accuracy, force, and follow through when projecting objects.
 - c) Identify and demonstrate basic small group offensive and defensive tactics and strategies (body fakes, speed use, change of direction, keeping body low while moving/guarding).
 - d) Identify and apply principles of practice to enhance performance (form, consistency and repetition).
 - e) Use feedback, including available technology, to improve performance.

Understanding the Standard

The intent of the standard is to apply previously learned concepts and skills to complex movement activities, continue to use technology for student feedback, and practice principles that will facilitate student learning to improve performance.

Essential Knowledge and Skills

To be successful with this standard, students are expected to maintain quality skill performance. The concepts of cooperation, teamwork and skill-based practice will help improve individual and team performances. The following performances should be observed:

- Concepts:
 - body: awareness of individual competence in the skill-related components;
 - space: personal and general in game situations (teammates and opponents);
 - relationship to movement: the basis for effective performance and the manipulation of identified concepts and principles can enhance or constrain performance; and
 - environment: obstacles, equipment, boundaries.
- Principles when projecting objects:
 - increasing the range of body segment movement imparting force;
 - increasing the speed of the muscular contraction;

- o using sequential movement of the body muscles; and
- o increasing accuracy as performance becomes proficient.
- Small group offensive and defensive tactics:
 - o body fakes;
 - o use of speed;
 - o change of direction;
 - o position responsibilities;
 - o moving into open space;
 - o guarding; and
 - o communication: verbal, visual, body language.
- Practice:
 - o form: smooth integration of the critical elements and skill components of activity;
 - o consistency: replicated performance;
 - o repetition: frequent, correct; and
 - o relevant and meaningful: authentic situations.
- Feedback:
 - o technology: use of computer programs, digital cameras and video recorders; and
 - o assessment: self/peer/teacher; critical element worksheets; rubrics.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Students will warm-up using movement combinations, bench steps, stretch bands, jump ropes, balls and other manipulatives to demonstrate competency in movement and skill. Music should be used as much as possible.
- Have students play a small-group game in an area about 20 x 20 feet using underhand and overhead passes. Allow students to make up their own rules on number of hits, height of net, serving lines, catches, and points.
- Have students see a basketball game on TV or in person. Have them respond, in writing, to the following questions and observations:
 - o What does the person with the ball (offensive player) do when dribbling to keep the ball away from the defensive person?
 - o What is one thing a player on offense, without the ball, can do to create space to receive the ball?

- o Name two things a defensive person can do to deny space and keep an offensive player from passing the ball to a teammate.
- o Watch one person on offense and draw on a piece of paper their movements during one offensive possession.
- o Draw the shooting area of the basketball court and put an X on the spots where shots are taken.
- Students will participate in peer/self/teacher assessments in throwing. Use a digital or video camera to analyze skill components:
 - o start: eyes on target - knees bent - feet shoulder-width apart - object in front of body;
 - o action: side to target - throwing arm extended - other arm pointing at target - step forward on opposite foot - hip and shoulder turn to target - hand points in direction of throw; and
 - o stop: arm continues across body after the release - bellybutton points toward target.
- Students use throwing skills to play “Target Ball.” Divide students into four teams and spread each team on one side of a large square court area (40 x 40 feet). Give each team at least five nerf balls. Put a cage ball, omni kin ball, or slightly deflated beach ball in the middle. On signal, students attempt to throw the balls and knock the middle ball over another team's line. They are allowed one step across their sideline, and one player from each team is allowed to retrieve any balls that get stuck in the middle. The object is to have the fewest number of points against a team at the end of the game.
- Students play “Hoop Guard” to apply offensive and defensive strategies in a lead-up game. One player must be a goalie and protect the pin (liter bottle) that is inside the hoop while the other two players move the ball down the playing area to score (for variation use a deck ring, Frisbee® or rubber chicken). If the ball touches the ground, possession changes to the other team. Players may take two steps after receiving the ball, then pivot on one foot until getting rid of the ball. A point is made if the pin is knocked down. Change goalies after a score.
- To develop accuracy, students will participate in the “Partner Challenge”. One partner will pick a specific target and the other will pick the distance. Develop a task card to record target, distance, and successful throws. After five throws they will change positions. Partners must also make sure the skills are being done correctly.

STRAND: Personal Fitness

Grade: Fifth

Standard of Learning

5.3 The student will describe short- and long-term benefits of engaging in regular physical activity.

Understanding the Standard

The intent of the standard is to compare and contrast the benefits of participating in regular physical activity over an individual's lifetime.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- List the components needed to maintain a physically active life style (cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition).
- Identify short- and long-term benefits of physical activity to the heart, lung, and muscles. Benefits of regular physical activity according to the Centers for Disease Control and Prevention include:
 - improves strength and endurance;
 - helps build healthy bones and muscles;
 - helps control weight;
 - reduces anxiety and stress and increases self-esteem;
 - helps prevent or control hypertension and diabetes, and reduces the risk for cardiovascular disease, colon cancer, osteoporosis, depression, and anxiety; and
 - may improve blood pressure and cholesterol levels. In addition, physical activity is fun, provides chance to interact with friends; and helps learn skills, stay in shape, and look better.
- Identify short- and long-term effects on self-esteem and self-confidence.

Instructional Resources

- Internet sites:
 - American Heart Association - www.americanheart.org
 - PE Central- www.pe.central.vt.edu
 - PBS Teacher Source - www.pbs.org/teachersource/
 - PELINKS4U - www.pelinks4u.org
 - Kids Health - www.kidshealth.org

- o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
- o Fitnessgram® - www.cooperinst.org/ftgmain.as
- o Centers For Disease Control and Prevention - www.cdc.gov

The following activities assist students in accomplishing the standard.

- To complement the physical education instruction, have a community health professional speak to students about cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, and the FITT principle.
- Incorporate the fitness terminology into daily lessons (post the words with pictures and definitions on the walls in your gymnasium).
- Incorporate cardiorespiratory and strengthening activities to develop and improve fitness in class.
- Have students identify the short- and long-term fitness benefits of various activities used in the classroom.
- Have the students record their fitness development in a journal and how it changed their overall performance in and out of the school environment (cardiorespiratory endurance, muscular strength, flexibility and body composition).
- Incorporate *The Cooper Institute's Fitnessgram®* into the program. The *Fitnessgram®* is a fitness assessment program that evaluates the student's personal level of fitness and provides feedback for both maintenance and improvement in all areas of fitness.

STRAND: Personal Fitness

Grade: Fifth

Standard of Learning

- 5.4 The student will use personal fitness assessment data to enhance understanding of personal fitness.
- a) Identify sources for data collection (print materials, community resources, heart rate monitors, Internet, pedometers, skin fold calipers).
 - b) Analyze fitness data to describe and improve personal fitness levels (apply data to own plan for improvement in at least two components of health-related fitness).

Understanding the Standard

The intent of the standard is to explore ways to collect and analyze personal fitness data and to apply data toward the development of a personal fitness plan.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify methods for evaluating and improving personal fitness.
- Use information gathered from the Virginia Wellness-Related Fitness Test to assess levels of personal fitness.
- Compare personal fitness scores to the Virginia Wellness-Related Fitness Standards.
- Identify strengths and weaknesses in health-related fitness.
- Associate heart rate and its relationship to cardiorespiratory fitness.

Instructional Resources

- Internet sites:
 - o American Heart Association - www.americanheart.org
 - o PE Central- www.pe.central.vt.edu
 - o PELINKS4U - www.pelinks4u.org
 - o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - o Fitnessgram® - www.cooperinst.org/ftgmain.as
 - o Virginia Wellness Zone Standards - www.vapen.k12.va.us

The following activities assist students in accomplishing the standard.

- Use the Heart Power from the American Heart Association.
- Have students identify their own target heart rate.
- Have students identify workouts/class activities as low/medium/high intensity based on their target heart rate.
- Have students do various levels of physical activity and check heart rate after each activity.
- Discuss resting heart rate and recovery heart rate, and the relationship to good cardiovascular fitness.
- Have students identify activities that can improve their fitness level.
- Have students set goals to improve their scores on the Virginia Wellness-Related Fitness Test.
- Have students keep a fitness log for one week to determine the amount of health-related fitness activities they participate in outside of the physical education setting. In addition to keeping a personal activity log, encourage students to involve their entire family in keeping a Family Fitness Activity Log.
- Have students set fitness goals for activities outside of the physical education setting and adjust goals as needed.
- Have students maintain a fitness log for the goals and activities used outside of the physical education setting.
- Introduce and explain the Rate of Perceived Exertion (RPE) scale to assess the students personal level of intensity during physical activity.

STRAND: Responsible Behaviors

Grade: Fifth

Standard of Learning

- 5.5. The students will participate in establishing and maintaining a safe environment for learning physical activities.
- a) Work independently and with others to improve learning during physical activity.
 - b) Display appropriate cooperative and competitive behaviors.

Understanding the Standard

The intent of the standard is to work independently and with others to foster cooperative and competitive behaviors that improve the physical education learning environment.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Work cooperatively with others during competitive and non-competitive activities.
- Understand and demonstrate appropriate behaviors and follow rules and procedures.
- Work independently to improve skill level.
- Demonstrate the desire to improve performance and motivate others to do well.
- Understand their role in maintaining a safe learning environment.

Instructional Resources

- Project Adventure Web site: www.pa.org
- It's Up to Us. John Graham The Giraffe Project Langley, WA 1999.
- The New Games Book, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1976.
- More New Games, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1981.

- Adventure Play Adventure Activities for Preschool and Early Elementary Age Children. Nancy Bower Simon and Schuster Custom Publishing, 1998.
- Team Building Activities for Every Group. Alanna Jones Rec Room Pub, August 1999.

The following activities assist students in accomplishing the standard.

- Provide competitive and non-competitive physical activities.
- Provide station work that refines skills.
- Provide peer assessment activities that give immediate and accurate feedback.
- Identify safe areas to independently perform physical activity.
- Designate an area for medically fragile students.
- Ensure special needs students have opportunities to participate (encouraging students to include special needs students).

STRAND: Physically Active Lifestyle

Grade: Fifth

Standard of Learning

- 5.6 The student will identify and participate in physical activities based on personal abilities and interests (for improvement through practice, enjoyment, social interaction, and personal challenge).

Understanding the Standard

The intent of the standard is to identify personal strengths and interests, and to explore ways to enhance regular participation in physical activities.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Use teacher/peer/self-assessment to identify personal skill level.
- Identify personal strengths and areas for improvement.
- Identify personal interests.
- Practice skills for activities that interest them.
- Understand the benefits of participating in regular physical activities.
- Identify the social benefits of participation in physical activity.

Instructional Resources

- Internet sites:
 - o Centers for Disease Control and Prevention: www.cdc.gov/health/physact.htm
 - o PE Central- www.pe.central.vt.edu
 - o PELINKS4U - www.pelinks4u.org
 - o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - o Fitnessgram® – www.cooperinst.org/ftgmain.as

The following activities assist students in accomplishing the standard.

- Have students explore opportunities to participate in individual, family and group activities.
- Share the informal/formal teacher assessments with the students.
- Provide assessment tools (peer assessment sheets, videotape, and picture charts for the walls).
- Use the assessment tools to identify personal strengths and areas for improvement.
- Establish an individual program to enhance skill development.
- Use the Internet to research the benefits of regular physical activities.
- Discuss the social implications for different physical activities (common interest with others in the same activity, enhancement of physical development while interacting with other participants).
- Design and use an activity log for establishing a home workout program. This log could become a homework assignment.
- Review materials for Centers for Disease Control and Prevention on promoting healthy lifestyles through participation in physical activity.
- Incorporate *The Cooper Institute's Fitnessgram*® into the program. The *Fitnessgram*® is a fitness assessment program to evaluate the student's personal level of fitness and provides feedback for both maintenance and improvement in all areas of fitness.

Standard of Learning

- 6.1 The student will demonstrate competence in locomotor, non-manipulative and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activity applications.
- a) Combine locomotor and manipulative skills into specialized sequences and apply sequences to partner and small-group play.
 - b) Demonstrate putting complex movement sequences to a rhythm.
 - c) Demonstrate skill in a variety of individual and team activities representative of different countries.

Understanding the Standard

The intent of this standard is to use combinations of locomotor, non-manipulative and manipulative skills in a variety of cooperative and competitive modified small-group games (throwing, catching and shooting for a goal while on the move). Students will perform rhythmic sequences that combine various locomotor and non-manipulative movements with the use of manipulative objects (scarves, balls, jump ropes, hoops).

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Demonstrate the critical elements of all basic locomotor, non-manipulative and manipulative skills.
- Demonstrate competence in manipulative skills in dynamic situations.
- Demonstrate combinations of locomotor and manipulative skills in a variety of modified game-like situations including cooperative games and competitive games.
- Use basic offensive and defensive positioning while playing modified versions of team and individual sports (moving to open spaces, closing the spaces through which a ball or person can pass).
- Combine locomotor, non-manipulative and manipulative movements into teacher or student created rhythmic sequences.

- Apply locomotor, non-manipulative and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations.

Instructional Resources

- Internet sites:
 - A to Z Teacher Stuff
http://www.lessonplanz.com/Lesson_Plans/Physical_Education/index.html provides many physical education lesson ideas.
 - Ed Helper - <http://www.edhelper.com/cat227.htm> a good source of information on the integration of physical education with academic subjects.
 - Game Central Station - <http://www.gamecentralstation.com/gcshome.asp> provides instructions for games, preschool through 12th grade, and links to other physical education Web sites.
- Bennett and Reimer's *Rhythmic Activities and Dance* shows how familiar games and activities can be adjusted to focus on elements of rhythm and dance. These activities also integrate core subjects with physical education, and provide the steps for line, square, and folk dances. A section on basic rhythmic terms defines dance steps and movement concepts.
- Fronske and Wilson's *Teaching Cues for Basic Sport Skills for Elementary and Middle School Students* provides the basic and advanced teaching cues for locomotor and manipulative skills like jump rope and for a variety of team and sport skills.
- Barbarash's *Multicultural Games* is a good source for games and activities representing diverse cultures. Game descriptions include directions on how to play the game, information about the country of origin, and other interesting information about the activity.

The following activities assist students in accomplishing the standard.

- Videotape students performing various motor skills. Have students analyze the tapes, identify the critical skill elements, and make suggestions for skill improvement.
- Have groups of students create cooperative or competitive games that combine the use of locomotor, non-manipulative, and manipulative skills, and teach the game to the class.
- Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.

Sample Checklist: Teacher Observation:

Name _____		Trial #: 1 2 3 4	
Squat Forward Roll			
Critical Elements/Cues	Yes	No	
1. Stand with legs and feet together			
2. Squat with knees together			
3. Place hands on mat 18" in front of toes; shoulder width apart			
4. Push down backward with feet to extend legs and lift hips upward			
5. Bend arms and lower shoulder area to mat			
6. Tuck head at the last possible second before shoulders touch			
7. Keep legs extended and continue to roll			
8. When hips contact mat, tuck legs			
9. Come up to standing position			
<p>Scoring Scale:</p> <p>4 = Proficient Achievement: Performs with all critical elements/cues 3 = Competent Achievement: Performs with most of critical elements/cues 2 = Working to Achieve: Performs with some critical elements/cues 1 = Needs Improvement: Still working</p> <p>Your Score: _____</p>			

- Research the history of a sport or dance that has been incorporated into the American culture.
- Identify the country of origin of games, sports, and dances in which they have **participated** in physical education class. Have students make “flags” that depict an element of the physical activity (sport, dance, recreational activities) and place it on the correct location on a map of the world.
- Guided discovery. Lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers (Balance: What happens to your balance when you make your: center of gravity higher? center of gravity lower? base of support wider? base of support narrower? center of gravity over the center of the base of support? center of gravity over the edge of the base of support? and center of gravity outside the base of support?).

Inclusion strategies for students with disabilities

- Modify equipment. Use larger, lighter, softer, more brightly colored balls; use balloons; use larger, lighter bats; use lighter, larger rackets; use batting tees; use beeper balls; use Velcro® mitts; vary the heights of targets; deflate balls or over inflate balls; use suspended balls; and lower the net or basket.
- Modify playing area. Reduce the size of the playing area; reduce the running distance; reduce the throwing distance; reduce the size of the goal for goalies who have less mobility; create special zones; and increase the size of the goal.
- Modify the rules. All players are seated; allow a ball to bounce more than once before it has to be hit; change the position of the server; use kicking instead of throwing; use pushing instead of throwing; have more than one goalie; allow two-handed dribbling; and allow players to catch the ball instead of volleying.
- Other adaptations: decrease playing times; use peer assistants.

Interdisciplinary teaching ideas

- Construct a multi-sided geometric figure (cube) out of construction paper and write a fact about a sport on each flat surface.
- Learn how to take accurate measurements.
- Learn dances and sports that were popular during specific historic periods.
- Identify the country of origin of sports on a world map using flags with a symbol of the sport.
- Convert the minutes a student was able to maintain his/her heart rate in his/her target zone to miles (1 minute = 10 miles). Chart the student's progress along his/her route across the United States or another continent.

STRAND: Movement Principles and Concepts

Grade: Sixth

Standards of Learning

6.2 The student will apply movement principles and concepts to movement-skill performance.

- a) Refine and adapt individual and group activity skills by applying concepts of relationship, effort, spatial awareness, speed and pathways.
- b) Use feedback, including available technology, to improve skill performance.
- c) Initiate skill practice to improve movement performance, and apply principles of learning (whole/part/whole, many short practices versus one long practice, practice in game-like situations).
- d) Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (partner or small-group cooperative or competitive activities).

Understanding the Standard

The intent of this standard is to improve performance through the application of movement principles and concepts. Students use feedback (including technology) to refine, assess and improve movement skill. Concepts of basic offense and defense need to be explained with the activities.

Essential Knowledge and Skills

To be successful with this standard, students are expected to:

- Understand the following movement concepts:
 - o relationships;
 - o effort;
 - o spatial awareness; and
 - o pathways.
- Understand skill-related fitness concepts:
 - o agility;
 - o balance;
 - o coordination;
 - o power;
 - o reaction; and
 - o speed.

- Use available technology resources such as heart and pulse monitors, computer technology, skin calipers, digi-walkers, stopwatches, etc., to improve skill performance.
- Apply movement principles and concepts to refine skills in modified versions of physical activities. Key concepts include:
 - o speed in skill execution;
 - o levels in skill execution;
 - o directions in skill execution; and
 - o pathways in skill execution.
- Analyze movement performance using Newton's Third Law in order to learn or improve a movement skill:
 - o For every action there is an equal and opposite reaction. When struck, an object will rebound in the opposite direction with the same amount of force with which it was hit.
- Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways:
 - o refine, modify and adapt activity skills; and
 - o demonstrate complex movement forms: combining locomotor skills, non-manipulative skills and manipulative skills into specialized sequences.
- Use evaluation tools and techniques needed to improve skill performance:
 - o stopwatches;
 - o body composition assessments: skin calipers, bioimpedance, body mass index;
 - o computer and software applications;
 - o heart and pulse monitors;
 - o step counters;
 - o self-peer assessment;
 - o digital cameras; and
 - o video recorders.
- Use games and activities as practice to improve movement performance by:
 - o applying complex movement forms in practice and game;
 - o explaining the relationship between skill practice and improved skill performance;
 - o applying different principles of learning to skill refinement and application;
 - o evaluating and recording skill development; and
 - o moving to a rhythm.

- Apply basic offensive and defensive tactics by:
 - o developing game strategies.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Use a variety of skill practice methods incorporating different principles of learning (whole/part/whole, many short practices vs. one long practice, practice in game like situations):
 - o self-peer assessment after skill practice: critical elements, alternative assessment, authentic assessment and rubrics;
 - o instant activity - getting students engaged immediately upon entering the activity area before the instruction begins; and
 - o non-sport specific games to develop and use skills.
- Volleyball/ Baseball/ Basketball (VBB) - The number of baskets/basket targets available determines the number of teams. Ideally, three people on each team and three teams per basket. Each team will take turns being batters, fielders and shooters. The fielding team takes their place in the designated field/gym space. The three shooters stand in the area of the basket. The batting team lines up away from the field of play. Explain that the objective of the game is to stand on home plate, underhand serve volleyball, and run all the bases back home before the shooting team makes a basket. The batter stands on home plate, underhand or overhand serves the volleyball into the designated field of play and runs around all the bases (batter does not stop). The fielding team must retrieve the ball, chest pass (bounce pass or overhead pass) it to each teammate then throw the ball to the shooters who each must make a basket to stop the base runner. When the last basket is made, count the number of bases touched or home runs completed. Groups switch after the players on each team get a turn.
- “Keep It Up” - Divide the class into groups of 5-6 students. Have each group get in a circle and give them a ball (omnikin ball, beach ball, trainer volleyball). Each circle attempts to use a set shot/overhand pass or bump shot/underhand pass to keep the ball in play. Count consecutive hits. Post the high scores to challenge other classes.
- “Puck Pass” - Divide the class into six equal groups (both number and skill). Designate a large playing area for the three high skill level groups and one for the three lower level groups. Each of the three teams wears a different color jersey. Each player has a hockey stick and one ball is put in play. Two teams attempt to keep possession of the ball for three minutes while the third team tries to steal it. This defensive team gets a point every time they take possession of the puck, then they give it back to one of the offensive players for continued play. Switch the defensive team every three minutes. If there is limited space, half the class can participate in self-recorded fitness activities (sit-ups, push-ups, flexibility, jump rope, stretch bands) and then switch.

- Create a game - Students create a game individually or in a small group:
 - o teacher provides the criteria (specific movements concepts and/or principles);
 - o the game must be safe and use equipment (specify equipment or let them choose);
and
 - o a description of the game and its rules must be written.

- Use skill sheets, charts, graphs, rubrics to record individual skill performance:

Student's name:

Date:

Observer:

1. Hand Contact	Finger pads	Full fingers	Palm of hand
2. Ball Position-level	Hip to floor	Waist to floor	Chest to floor
3. Eye/Head Position	Straight ahead	Up-down/ball to floor	Looking down
4. Movement	Easy run dribbling	Intermittent jogging	Walking

STRAND: Personal Fitness

Grade: Sixth

Standard of Learning

- 6.3 The student will use personal fitness data to improve physical fitness.
- a) Use measurement and assessment data to develop goals for improvement in at least two fitness components (standardized assessments, Internet, software, heart rate monitors, pedometers, skin fold calipers).
 - b) Describe and apply basic principles in training and their relationship to implementing safe and progressive personal fitness programs (Frequency, Intensity, Time, Type, overload, progression).

Understanding the Standard

The intent of the standard is to interpret health-related fitness data and use that information to develop a plan to improve in at least two areas of fitness. Included in this plan for improvement should be strategies incorporating various principles in training.

Essential Knowledge and Skill:

To meet this standard, students should be able to:

- Examine available resources for measuring fitness such as heart or pulse monitors, computer technology, skin calipers, stopwatch, sit and reach box, pedometers, etc.
- Define short-term and long-term goals and discuss their relationship to improving personal fitness.
- Develop a plan for improving at least two areas of health-related fitness including both short-term and long-term goals.
- Incorporate principles of training such as overload, progression, specificity, and the FITT principle in their program for improvement.

Instructional Resources

- Internet sites:
 - o Centers for Disease Control and Prevention Safe USA - www.cdc.gov/safeusa/index.htm
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o Wellness for Kids - www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm
 - o American Heart Association - www.americanheart.org

- o PE Central- www.pe.central.vt.edu
- o PBS Teacher Source - www.pbs.org/teachersource/
- o PELINKS4U - www.pelinks4u.org
- o Kids Health - www.kidshealth.org
- o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
- o Fitnessgram® - www.cooperinst.org/ftgmain.as
- o Centers For Disease Control and Prevention - www.cdc.gov
- o Physical Education Lesson Plans and Activities – www.sports-media.org/

The following activities assist students in accomplishing the standard.

- Invite a community health professional to speak with students on such topics as training principles, techniques for improving fitness, available fitness assessment equipment, etc.
- Following an assessment of health-related fitness, have students develop a set of short-term and long-term goals for improving at least two areas of fitness. Have students list activities they could do to reach their goals.
- Discuss training principles such as overload and progression and their application to improving personal fitness.
- Develop an interval training activity session in which students complete a workout. Ask students how the principles of overload, progression and specificity can be applied to an interval workout. Follow up with another activity in which students in small groups could design their own group interval workout. Allow each group to pair with another group and lead each other in their workout. Students can assess each other's workouts.
- Have students design a poster that demonstrates the key components of the FITT principle and how they apply to personal fitness.
- Allow students to conduct self- or peer-assessments in areas of fitness utilizing various types of fitness assessment equipment.
- Review Web sites associated with components of fitness and how to treat injuries related to exercise.
- Visit Centers for Disease Control and Prevention Internet site titled “Safe USA”. Information at this site has information on safety aspect of physical activity.
- Visit “Wellness for Kids” Web site - has interactive pages that will allow students to test their knowledge on various topics such as fitness and fitness safety.

STRAND: Responsible Behaviors

Grade: Sixth

Standard of Learning

- 6.4 The student will work independently and with others in physical activity settings.
- a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical settings.
 - b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
 - c) Follow rules and safety procedures.
 - d) Use practice time to improve performance.

Understanding the Standard

The intent of the standard is to introduce situations where more than one solution exists, and make the appropriate choice which solves the problem in a safe and time-efficient manner resulting in improved performance. The students develop their decision-making skills and learn how to benefit from that feedback.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Follow classroom rules and safety procedures according to the activity being taught.
- Work together in small groups or as a class to achieve a goal or play successfully as a team.
- Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.
- Participate in all activities and accept decisions even when they may not agree.
- Develop problem-solving skills in physical activity settings.

Instructional Resources

- The New Games Book, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1976.
- More New Games, edited by Andrew Fluegelman Dolphin Books/Doubleday & Company, Inc. Garden City, NY 1981.

- Adventure Play Adventure Activities for Preschool and Early Elementary Age Children. Nancy Bower Simon and Schuster Custom Publishing, 1998.
- Adventures in Peacemaking A Conflict Resolution Activity Guide for School-Age Programs William J. Kreidler, Lisa Furlong, Libby Cowles, and IlaSahai Prouty Project Adventure, August 1996.
- Cowstails and Cobras II A Guide to Games, Initiatives, Rope Courses & Adventure Curriculum Karl Rohnke Project Adventure, July 1989.
- Quicksilver, Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership.
- Silver Bullets A Guide to Initiative Problems, Adventure Games and Trust Activities Karl Rohnke Project Adventure, June 1984.
- Sports Plus Developing Youth Sports Programs that Teach Positive Values Jeffery Pratt Breedy, Ed.D. Project Adventure, October 1997.
- The Big Book of Team Building Games:Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do Edward Scannell McGraw-Hill Publishing, December 1997.

The following activities assist students in accomplishing the standard.

- Use activities during physical education to reinforce health lessons emphasizing peer influences, health/fitness triangle, problem-solving and decision-making skills.
- Use cooperative games and team-building activities to integrate problem solving, conflict resolution, and decision-making skills and peer relations.
- Incorporate fitness activities into skill practice and circuit activities.
- Use activities that emphasize accomplishing a task, reaching a goal, or following a set sequence to be successful (skills circuits, bio-mechanically breaking down various movements or skills, practicing the individual parts, gradually putting the parts together to produce an improved performance).

STRAND: Physically Active Lifestyles

Grade: Sixth

Standard of Learning

6.5 The student will identify and seek opportunities in school, at home, and in the community for regular participation in physical activity.

Understanding the Standard

The intent of the standard is to identify and seek a wide variety of activities within school, home and the community for increasing or maintaining a healthy lifestyle.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify community groups, classes, and facilities available for participating in physical activity.
- Investigate opportunities available for physical activity within the school program both during and outside of school hours.
- Be an active participant in regular physical education classes within the school day.
- Identify activities they can do with their families.

Instructional Resources:

- Internet sites:
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o Wellness for Kids - www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm
 - o PE Central- www.pe.central.vt.edu
 - o PELINKS4U - www.pelinks4u.org
 - o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - o Fitnessgram® - www.cooperinst.org/ftgmain.as
 - o Centers For Disease Control and Prevention - www.cdc.gov
 - o Physical Education Lesson Plans and Activities - www.sports-media.org/
 - o Kids Running.Com – www.kidsrunning.com

The following activities assist students in accomplishing the standard.

- Conduct research on community groups that emphasize physical activity as a major goal, like cycling, jogging or walking clubs.

- Contact local parks and recreation services for information about available facilities. Request information about local trails for hiking, biking, aquatics, golf, tennis, canoeing, kayaking, etc.
- Have each student maintain an activity log or journal to record his/her physical activities. Encourage students to include a variety of activities.
- Organize an event at school that promotes activity. Event could be done during or outside of school hours. School, family, or community members could be included in the event (“Jump Rope for Heart”, “Hoops for Heart”, “Family Fitness Night”, “Wellness Fair, Fun Walks”, long distance races, bike outings at local bike trail).
- Lead a research of available sport programs within the school and community. Have students identify sports programs offered within the school. Invite a member of the local parks department to speak with students about opportunities in the area of activity or sports.
- Offer an activity unit based on neighborhood games. Let students share rules used for their neighborhood’s version of these games. Stress the importance of these games as great opportunities for being active (Capture the Flag, HORSE, Around the World, Kick the Can).

Strand: Skilled Movement

Grade: Seventh

Standard of Learning

- 7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.
- a) Use skill combinations competently in modified versions of team (soccer, team handball, volleyball) and individual/dual (tennis, racquetball, golf) activities.
 - b) Display appropriate use of speed, force, and form in a variety of movement activities (run, sprint, kick, jump, throw).
 - c) Demonstrate basic abilities and safety precautions in recreational pursuits (in-line skating, orienteering, hiking, cycling, rope courses, backpacking, canoeing, rock climbing).
 - d) Demonstrate moving to a rhythm in selected folk, country, square, contemporary, and line dance music.

Understanding the Standard

The intent of this standard is to develop and refine basic movement skills and apply them in a variety of modified games, rhythmic activities and recreational activities. Students learn how to use mechanical principles to improve movement skill performance in a variety of physical activity experiences. Students recognize the importance of rules and procedures that define safe behavior for participation in physical activities and help prevent injuries. Students will participate in social and international dance.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Combine movement skills that have been practiced and learned for unpredictable situations in modified team and individual sport activities (throwing and catching while moving, dribbling and shooting while moving).
- Use basic offensive and defensive strategies while playing modified versions of team and individual sports (moving away from the ball into open spaces not occupied by a defender, staying between an opponent and the goal).
- Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation).

- Perform basic skills associated with recreational activities.
- Engage in basic movement skills used in recreation.
- Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections).
- Self-assess skill/ability level to safely participate in physical activities, including recreation.
- Perform dance and rhythmic sequences using basic social and international dance steps and patterns.

Instructional Resources

- Internet sites:
 - Joe Paslov's Physical Education Lesson Plans #1 and #2
<http://members.tripod.com~pazz/lesson.html> and
<http://www.geocities.com/colosseum/3332/index.html>
 provide lesson ideas contributed by physical education teachers the world over.
 - PE Links 4 U - <http://www.pelinks4u.org> provides information related to adapted physical education, elementary and secondary physical education, interdisciplinary physical education, technology uses in physical education, and links to other physical education related Web sites.
- Bennett and Reimer's *Rhythmic Activities and Dance* provides step-by-step directions for folk, line and square dances. Basic social dance steps are included in the rhythmic aerobics section.
- Fronske's *Teaching Cues for Sport Skills (2nd ed.)* and Fronske and Wilson's *Teaching Cues for Basic Sport Skills for Elementary and Middle School Students* gives the teaching cues for a variety of team and individual sports and recreational pursuits.
- Weikart's *Teaching Folk Dance: Successful Steps* provides excellent step-by-step directions for basic to advanced folk dances.
- Lane's *Multicultural Folk Dance Treasure Chest* comes with instructional booklets, CD, and videotape.

The following activities assist students in accomplishing the standard.

- Learning logs – Students assess their participation in physical activities in and/or out of physical education class and reflect about the learning process to improve skill performance (goal setting).

- Peer coaching – One student helps another learn a skill or combination of skills by “coaching” him/her using critical skill elements and constructive feedback.
- Incorporate self-, peer-, and/or teacher-observation and assessment of skill performance using critical element checklists or task cards.

Sample Checklist: Peer Observation:

Name_____ Observer’s Name_____	
Overhead Serve (Floater)	
Directions: Observe your partner’s performance of each of the critical elements of an overhead serve. Put a checkmark (✓) in the appropriate space for each critical element.	
Critical Elements	Correct Performance
1. Transfers weight from back foot to front foot	
2. Tosses ball 1-1½ feet above head	
3. Tosses ball out in front of body; keeps tossing arm extended after toss	
4. Contacts ball with palm of hitting hand in center of ball	
5. No follow-through (no spin)	
6. Ball goes over net; lands in the playing area	

- Have students generate a list of rules and procedures for maintaining safety while participating in activities at home or in the community. Post lists in the gym.
- Have a group of students develop a line dance by combining basic steps learned in class, demonstrate it and teach it to the class.
- Have students identify how skills in one sport can be used in another sport (overhand serve in volleyball and tennis, soccer and speedball skills). They record their observations using a graphic organizer (Venn diagram).
- Student contract – Identify the critical skill elements of a sport (basketball – dribbling: dominant hand, non-dominant hand, while guarded; passing: chest bounce; shooting: set shot, lay-up, while guarded) and establish criteria for demonstration of competent performance of the skill (time ranges for an obstacle dribble, number of shots or passes completed, ranges for a timed shooting or passing). Students select their goal and practice accordingly. Allow students several trials for accomplishment of their goals.

Inclusion strategies for students with disabilities

- Modify playing area.
- Reduce the size of the playing area.
- Reduce the running distance.
- Reduce the throwing distance.
- Reduce the size of the goal for goalies with less mobility.
- Create special zones.
- Increase the size of the goal.

Interdisciplinary teaching ideas

- Compute target heart rates.
- Graph results of physical fitness testing results.
- Create a new game or activity.
- Write a newspaper article about a sport-related activity in physical education class or in the community.

STRAND: Movement Principles and Concepts

Grade: Seventh

Standard Of Learning

7.2 The student will understand and apply movement principles and concepts.

- a) Demonstrate proper use of movement concepts in dynamic game situations (relationship between opponents, appropriate offensive position with the goal or ball).
- b) Apply biomechanical principles to understand and perform skillful movements (center of gravity, base of support, trajectory).
- c) Use basic, offensive, and defensive tactics and strategies while playing a modified version of a game/sport.
- d) Analyze skill patterns of self and partner, detecting and correcting mechanical errors.
- e) Identify similarities in movement across different activities (overhead throw, tennis serve, overhand volleyball serve, and overhead clear in badminton).

Understanding the Standard

The intent of this standard is to apply biomechanical principles to improve skills. The students should identify errors in skill application or development, be able to self-correct, and provide feedback to others. The student will be able to apply basic offensive and defensive skills. The emphasis is on skill refinement and application through modified games (not sports).

Essential Knowledge and Skill

To be successful with this standard, students are expected to:

- Apply all concepts previously learned.
- Explain biomechanical principles: center of gravity, base of support, and spatial awareness.
- Understand generation of force.
- Identify and apply basic scientific principles to improve personal skill performance:
 - o center of gravity;
 - o base of support;
 - o spatial awareness; and
 - o generation of force.

- Experience self- and peer-assessment.
- Participate in modified games as opportunities to practice skills.
- Adapt skills to new games.
- Apply biomechanical principles to motor learning.
- Demonstrate offensive and defensive tactics.
- Detect and correct errors in performance for self and others.
- Continue to improve performance.
- Identify similar movements.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Use non-sport specific games to develop and use skills:
 - o Use "elementary" games to reinforce skill development and fitness.
 - o Modify rules (serve from the middle line in volleyball), equipment (use a beach ball or oversize trainer volleyball), boundaries (smaller volleyball courts), number of players (one-on-one with two students holding up a rope as the net).
 - o Play “Basketball Tag” - This game uses the one hand basketball dribble skill and can be used for assessment. Give all students a ball and pick two students to be “it” (give them a pinnie to wear). Students should move effortlessly through the boundaries of the gym while dribbling a basketball. If tagged by “it” you must stand in place and dribble the ball till you are freed by another person “giving you five” with your free hand. Adjust the game to fit your needs.
 - o Play “Pin Ball” - Divide the class into two teams. Designate one team as the offensive team and the other the defensive team. Defensive players get a hoop and pin (liter bottles will work) and scatter throughout the playing area. The offensive players get a ball (use soft balls or deflated balls for better control and to avoid injury) and attempt to dribble around the playing area to knock pins down. Defensive players must stay outside the hoop to protect their pin. No use of hands by anyone. If the pin is knocked down, the players switch places.
- Have students design evaluation/assessment sheets as a small group for a peer analysis.
- Incorporate fitness/skill stations -This helps with limited equipment and makes increasing number of stations easy (more activity - little or no waiting). This is a great instructional strategy for assessment.

- Students participate in puzzle relays to reinforce basic knowledge in health, geography, spelling, or mathematics while performing various physical activities. Divide the students into groups of four. Have them in a relay line behind a cone or poly-spot at one end of the playing area. At the other end, place the puzzle pieces for each team in a hoop--different puzzle, same number of pieces. On the "go" signal, the first student runs (use other locomotor or skill specific movements) to get one puzzle piece, comes back to the group, tags the next person, puts the puzzle piece in the hoop, and performs the designated activity (jump rope 20 times, dribble a basketball 20 times, volleyball bump 10 times). Continue until each team solves their puzzle. Examples: car di o vas cu lar; flex i bil i ty; en dur ance; mus cu lar strength.
- Concept of the week or unit - introduce one concept or principle and use it repeatedly; point out the effect of the concept/principle and have the students tell you the effects as they gain understanding; revisit each concept during each unit.

Standard of Learning

- 7.3 The student will apply concepts and principles of training to improve physical fitness.
- a) Identify safe practices for improving physical fitness.
 - b) Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving at least three self-selected components of health-related fitness.
 - c) Use a variety of resources, including available technology, to monitor fitness improvement.
 - d) Analyze the relationship between physical activity and body composition.

Understanding the Standard

The intent of the standard is for students to utilize safe methods and training to improve their personal health-related fitness.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Describe safety precautions for developing physical fitness such as:
 - o proper warm-up and cool-down techniques;
 - o exercise in cold and hot weather conditions;
 - o use of appropriate safety equipment in various types of activities; and
 - o safety procedures while exercising outdoors (traffic laws, right of way, etc.) .
- Identify essential components of a personal fitness plan such as goals, use of the FITT principle, and other training strategies.
- Investigate available resources for monitoring fitness improvement such as heart/pulse monitor, computer technology, skin calipers, sit and reach box, body analysis devices, stopwatch, etc.
- Demonstrate an understanding of "body composition" and its relationship to activity (proportions of fat, bones, muscles, fluid that make up body weight).

Instructional Resources

- Internet sites:
 - Centers for Disease Control and Prevention Safe USA - www.cdc.gov/safeusa/index.htm
 - The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - Wellness for Kids - www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm
 - American Heart Association - www.americanheart.org
 - PE Central- www.pe.central.vt.edu
 - PBS Teacher Source - www.pbs.org/teachersource/
 - PELINKS4U - www.pelinks4u.org
 - Kids Health - www.kidshealth.org
 - AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - Fitnessgram® - www.cooperinst.org/ftgmain.as
 - Centers For Disease Control and Prevention - www.cdc.gov
 - Physical Education Lesson Plans and Activities – www.sports-media.org/

The following activities assist students in accomplishing the standard.

- Invite a community health professional to speak on topics like proper warm-up and cool-down techniques, exercising in hot/cold weather, and proper clothing (including footwear).
- Have students research local ordinances and state safety equipment laws regarding requirements such as the use of helmets while bicycling or skating.
- Have students do research on local community programs and facilities available for safe participation in physical activity (parks, clubs, aquatic, commercial and other facilities).
- Have students develop a set of short-term and long-term goals for improving fitness after an assessment of health-related fitness is done. Have students include activities they could do to reach their goals. Discuss training principles such as overload and progression, and their application to improving personal fitness.
- Have students monitor pulse rate while participating in cardiorespiratory endurance activity. Have students conduct a lab in which they develop a hypothesis on the effects of activity on heart rate. Experiment with walking, jogging, running and jumping rope, and investigate how rates change as activity levels increase/decrease.
- Encourage students to conduct self- or peer-assessments in physical fitness using various types of assessment equipment.

- Go to Centers for Disease Control and Prevention Web site, titled "Safe USA", which has information on the safety aspect of physical activity.
- Define body composition, and discuss with students the importance of maintaining acceptable levels of body fat and lean muscle mass. Research with students the various methods of measuring body composition (skin fold measurements, body analysis by electrical impedance, using BMI scales, etc.) and their reliability for accurately portraying body composition.

STRAND: Responsible Behaviors

Grade: Seventh

Standard of Learning

- 7.4 The student will work independently and with others in cooperative and competitive physical activities.
- a) Apply safety procedures, rules and appropriate etiquette during physical fitness activities.
 - b) Solve problems, accept appropriate challenges, and resolve conflicts responsibly.
 - c) Demonstrate supportive behaviors that promote the inclusion and safety of others.

Understanding the Standard

The intent of the standard is to provide situations through physical activity for students to be able to independently apply and demonstrate knowledge of rules, problem-solving, sport etiquette and safety.

Essential Knowledge and Skill

To meet the standard, students will be able to:

- Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity.
- Complete challenges in a safe manner.
- Demonstrate safety procedures while engaging in physical activity.

Instructional Resources

The following activities assist students in accomplishing the standard.

- Use cooperative games and team-building challenges to emphasize inclusion, safety, conflict resolution and problem-solving.
- Explain sport-specific clothing and safety equipment and discuss their purpose.
- Use task completion cards to organize and monitor student progress.
- Use technology to create banners, newsletters, pamphlets, and bulletin boards to re-enforce the safety guidelines being taught in conjunction with physical activities.

- Have students come up with consequences for refusing and failing to follow safety procedures and etiquette rules during physical activity.
- Use outdoor education, cooperative activities and lifetime sports to direct students toward independent, self-motivated learning and participation in physical activities (orienteering, biking, in-line skating, age appropriate weight training, golf, tennis, Omnikin ball activities).

STRAND: Physically Active Lifestyles

Grade: Seventh

Standard of Learning

- 7.5 The student will select and participate in physical activity to produce health-related benefits.
- a) Select and set goals, and participate in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition at school and out of school.
 - b) Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen stress.

Understanding the Standard

The intent of the standard is to have students understand the health-enhancing benefits of participating in regular physical activity.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Identify activities that improve health-related fitness.
- Formulate a plan of physical activity for improving or maintaining health-related fitness including goals.
- Define stress and stress management.
- Examine the effect physical activity plays on managing stress.

Instructional Resources

- Internet sites:
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o Wellness for Kids - www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm
 - o PE Central- www.pe.central.vt.edu
 - o PELINKS4U - www.pelinks4u.org
 - o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - o Fitnessgram® - www.cooperinst.org/ftgmain.as
 - o Centers For Disease Control and Prevention - www.cdc.gov
 - o Physical Education Lesson Plans and Activities - www.sports-media.org/

- o Kids Running.Com – www.kidsrunning.com

The following activities assist students in accomplishing the standard.

- Have students come up with a list of physical activities they enjoy and have them align the activities with related fitness components. Have students identify which activities improve multiple components.
- Divide the class into groups, and assign each group to a component of health-related fitness. Each group should come up with a list of activities that improve their fitness. Have each group pick one or two activities or exercises, and let each group demonstrate their activity and lead the class in their activity. An alternative activity would be to assign groups to develop activities for either warm-up or cool-down. Have students share their ideas to create a group workout.
- Have students develop goals to improve health-related fitness as part of a personal fitness plan. Include activities that will help them attain their goals.
- Define stress, and the body's physical response to change. Have students identify some ways the body responds to stress. Include in the discussion the value of physical activity to manage the effects of stress. Examine the role adrenaline plays in responding to stress.
- Have students make a poster that shows ways to reduce stress. Posters could have drawings, or a collage of pictures, words, and phrases. Allow students to share their posters in class.
- Have students keep a stress journal, and have them enter the daily events that have been stressful, and the way they dealt with it. Have them include their feelings about how they dealt with stress.

Strand: Skilled Movement

Grade: Eighth

Standards of Learning

- 8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.
- 8.2 The student will perform skills in several game/sport, dance, and recreational activities.
- a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
 - b) Demonstrate skill in recreational pursuits (in-line skating, orienteering, hiking, cycling, rope courses, backpacking, canoeing).
 - c) Demonstrate moving to a rhythm (devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).

Understanding the Standards

The intent of these standards is to demonstrate competent, skillful performance of movement skills used in a variety of game/sport, rhythmic and recreational activities. Competence includes application of elements of spatial awareness, speed, force or flow in ever-changing conditions that occur in physical activity settings. This includes the ability to:

- Analyze skill performances of self and others.
- Respond to feedback to correct performance.
- Develop plans for independent practice of skills and participation in games/sports, dance/rhythmic activities and/or outdoor recreational activities at and outside school.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Demonstrate, without cue, critical movement elements in a variety of modified small-group games, rhythmic and dance activities, and recreational pursuits.
- Adjust speed (fast/slow), force (strong/light), flow (bound/free) of the body or an implement according to the changing requirements of a game/sport; rhythmic, dance, or gymnastics routine; or recreational pursuit.

- Apply the elements of spatial awareness to correct and competent performance of movement skills in unpredictable physical activity situations (judging the height from which an object is approaching and adjusting the body or implement accordingly).
- Combine skills competently to participate in more complex movement settings (games, gymnastics or dance routines).
- Practice appropriately when learning new skills (whole-part-whole learning, transfer of learning, feedback).
- Detect, analyze, and correct errors in movement skill performance.
- Make appropriate changes in performance based on feedback from peers or teacher.
- Design a practice plan to improve skill performance in games/sports, rhythmic and dance activities, and/or recreational pursuits.
- Demonstrate regular participation in games, sports, dance/rhythmic activities, and/or outdoor recreational pursuits, both at and outside school, based on individual interests, abilities, and assessed fitness needs to develop lifetime interests and pursuits.

Instructional Resources

- Internet sites:
 - o PE Central - <http://pecentral.vt.edu> provides lessons, assessment, classroom management, and adapted physical education ideas, as well as instructional resources and links to other physical education sites.
 - o Project Inspire - http://www7.twu.edu/~f_huettig is a comprehensive adapted physical education site
 - o Mom's Guide to Sports - <http://www.momsguide.com> provides good, basic information about skills, rules, terminology, equipment, game strategies, player positions and history for many sports.
- Nichols, Scheff, and Sprague's *Building More Dances: Blueprints for Putting Movements Together* provides numerous suggestions for teacher- and student-created dance experiences.
- Weinberg, Monti, Spindt, Hennessy, and Holyoak's middle school physical education series is a three-year program that promotes confidence, skills, and teamwork.

The following activities assist students in accomplishing the standard:

- Self-, peer-, and/or teacher-observation and assessment of skill performance using critical element checklists or task cards.
- Sample Checklist/Task Card: Self Observation.

Name _____			
Tennis Skills			
<p>Directions: Rate yourself on the performance of the tennis skills/tasks below. Some tasks you can do alone, for others you will need a partner. Perform the task at each station until signaled to rotate to the next station. Take your racket and tennis ball with you to each station. Do not swing a racket without making sure there is no one standing close to you. Circle the number in the rating column that best describes your performance of that skill/task.</p>			
<p>Rating scale: 3 = good – I can do the whole skill well with no mistakes 2 = ok – I can do part of the skill well, but not the whole skill well 1 = cannot do the skill yet, I need to practice more</p>			
Skill	Rating		
1. Hit the ball up 25 times in a row	3	2	1
2. Hit the ball alternating faces of the racket (flip-flops) 25 times in a row	3	2	1
3. Hit a ball tossed by a partner with a forehand stroke 15 times in a row	3	2	1
4. Hit a ball tossed by a partner with a backhand stroke 15 times in a row	3	2	1
5. Hit a rebounding ball from a wall 10 times in a row	3	2	1
6. Hit continuously with a partner 15 hits in a row	3	2	1
7. Serve 7 out of 10 balls into the “deuce” service court	3	2	1
8. Serve 7 out of 10 balls into the “ad” service court	3	2	1

- Have students teach a modified, small-group, cooperative or competitive game to peers or younger students. Students should develop a “lesson plan” that includes teaching all basic movement skills needed to participate in the game, and time to practice before game participation.
- Learning centers – Create stations that focus on the critical elements of the sport. After teacher explanation/demonstration of each activity, students practice at each station for a prescribed time before rotating to the next station (volleyball – serving over the net to targets; bumping [forearm pass] the ball to self; setting [overhead pass] the ball to the wall; volleying with a partner; spiking the ball down against the wall; bump-set-spike to wall, etc.).
- Have students create and complete a chart that records practice/play performance of two major skills from a selected sport or activity (basketball – free throw shooting, lay-ups).

- Portfolio – collect students’ work over time. Portfolio artifacts may include:
 - o journal entries;
 - o projects;
 - o self-assessments;
 - o evidence of practice;
 - o written tests;
 - o certificates of participation;
 - o videotapes of game play; and
 - o pictures.
- Have students design a group rhythmic routine (rhythmic gymnastics routines using balls, streamers, wands, or other manipulatives; jump rope routines; creative dance routines; aerobic routines).
- Challenges – Create a variety of skill challenges for a particular sport or activity. Have students work independently for a short amount of time. Students can earn points for their squad, earn extra credit, improve individual grades, or participate just for fun.
- Written or online tests – assessment of knowledge of rules, cues, critical skill elements.
- One-minute test – Give a short written test that requires a short answer at the end of a lesson (What are the rules pertaining to dribbling? What are the cues for throwing overhand? Name three defensive basketball strategies. List five gymnastics safety rules).

Inclusion strategies for students with disabilities

- Modify the rules – All players play sitting down. Allow a ball to bounce more than once before it has to be hit; change the position of the server; use kicking instead of throwing; use pushing instead of throwing; have more than one goalie; allow two-handed dribbling; allow players to catch the ball instead of volleying.
- Decrease playing times.
- Use peer assistance.

Interdisciplinary teaching ideas

- Play a sport trivia game with questions on history, equipment, rules, players, etc.
- Calculate and understand the use of percentages in physical education and sports.

Standard of Learning

- 8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
- a) Adapt skill movements by modifying use of body, space, effort, and relationship to meet complex skill demands.
 - b) Apply biomechanical principles to understand and perform skillful movement (spin, rebound, effects of levers).
 - c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
 - d) Analyze skill patterns of self and partner.
 - e) Analyze the skill demands in one physical activity, and apply the principles of motor learning to improve performance (feedback and knowledge of results, whole/part/whole, transfer of learning).

Understanding the Standard

The intent of this standard is to independently enhance skill development through the application of learned skills and principles of movement. The student should have a greater awareness of his/her motor development, and how to improve performance. The student should begin to focus on understanding one physical activity to improve performance.

Essential Knowledge and Skills

To be successful with this standard, students are expected to:

- Demonstrate competence in sport, dance and recreational skill performance:
 - o progress to more complex movement forms (specific to selected sport, dance, or recreational skill);
 - o demonstrate specific skill sequence with smooth integration;
 - o apply principles of motor learning (transfer of learning, feedback and knowledge of results, whole/part/whole);
 - o analyze skill sequence for improvement; and
 - o progress to more complex game situations.
- Be able to apply all concepts previously learned.

- Identify and apply the following basic movement concepts and scientific principles:
 - ball spin;
 - trajectory;
 - rebound;
 - effects of various levers;
 - effects of weight transference; and
 - transfer of force to an object.
- Analyze movement performance using ball spin and rebound principles in order to learn or improve a movement skill:
 - Spin results when force is applied away from an object's center of gravity.
 - The object will spin in the direction the force is applied.
 - Rebound angle and the elasticity of the object will alter the spin of the object.
 - A ball will rebound at an angle equal to that at which it strikes a surface unless the rebound is altered by the elasticity of the ball, the firmness of the surface, or spin.
- Demonstrate application of the three levers.
- Determine when impacting an object, force can be increased by:
 - lengthening the striking element; and
 - strengthening the muscle (force arm) at the time of impact
- Understand and apply critical elements to skill performance.
- Identify and apply characteristics of highly- skilled performance to improve skill movement.
- Analyze skill patterns:
 - analyze others respectfully;
 - incorporate available technology for analysis and improvement; and
 - guide own practice and learning.

Instructional Resources

- Introduce a "Biomechanical Principle of the Week (or unit)" then explain, demonstrate, and revisit it with each lesson (How does "spin" effect the movement of the _____ ball?). Throughout the year, continue to review the different principles.
- Analyze movement/skill combinations. What skills are used in performing a lay up? What critical elements determine if you will be proficient in batting?

- Have students design evaluation/assessment sheets to use as a self-analysis tool.
- When introducing a new unit, have a brief five-question assessment (pre-test). The test can be skill-specific asking what biomechanical principles apply, and what skills apply to the activity and/or expected game strategies. Use a similar post-test at the end of the unit to determine student understanding.
- Identify skill levels, and group students for improvement and success. Plan for two volleyball games:
 - recreational - use a trainer/beachball, serve from the middle line, any number of hits on one side, no spiking, focus on skill application; and
 - competitive - trainer/softshot ball, official rules.
- If low skill levels hinder games, make modifications to promote active participation. When there is lack of space or equipment, let one ability level group play while the other is involved in another activity.
- In groups of three, have the students develop plays for football. These plays will be submitted to the teacher for grading. Put groups on offense and defense to determine if the plays are successful.
- Students participate in "Ultimate Ball". Divide class into two skill levels to play two separate games. Students must use many skills and strategies to be successful in this game. Designate the goal areas. The object of the game is to have a player catch the ball behind the goal line. The team that does not score gets possession on their goal line. It is best to encourage a person-to-person defense, matching speed and skill levels. The ball is moved down the field by tossing it to a teammate anyway or in any direction. Rules may have to be added to keep all students active. If the ball touches the ground at any time, the team in control loses possession. This is a fast moving, non-contact activity.
- Design the class so several students will be activity/game observers taking notes on skill application, rule application, offensive and defensive strategies, teamwork, movement, strengths and weaknesses of the activity/game, etc. All students should have the opportunity to be a recording observer.
- Keep It Up - Basketball: This activity uses selective volleyball and basketball skills. It requires a 33" to 48" beachball or omnikin ball. Split the class up into two equal groups, with equal mixture in gender. One group lines up side by side down one sideline of the gym, and the other group does the same thing on the opposite side of the gym. Call either girls or boys to come onto the court. Play begins with a toss up of the ball. The students attempt to keep the ball in the air and moving towards their basketball goal while using the volleyball set. Sideline players are encouraged to participate from their spots. A point is scored when a player makes a shot that strikes the face of the backboard or the rim of the hoop. After a specified time, students return to their side and the next group comes to the middle.

- Battle Ball - Make a circle about 15-20 feet across and mark it with paint, cones, or polypots. Place a T-stand in the center with a whiffle ball on top. A single person in the center defends the whiffle ball from being knocked off by hitting thrown balls with a paddle or jumbo bat. Outside circle people throw nerf balls at the T-stand to knock off the whiffle ball. The center person may be replaced by the thrower responsible for knocking the whiffle ball off or by rotating clockwise around the circle so all can have a turn.

Standard of Learning:

- 8.4 The student will apply self-assessment skills to improve or maintain personal physical fitness.
- a) Self-assess his/her level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies and timeline for maintenance or improvement.
 - b) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of activity, and develop a plan for maintenance or improvement.
 - c) Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.

Understanding the Standard

The intent of the standard is to use self-assessing skills to design a program for improvement or maintenance of health-related fitness using a variety of resources. Emphasis is on self-assessment and acknowledging other factors that could influence personal fitness.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Complete a self-assessment of health-related fitness.
- Develop a plan for a personal fitness program including goals, strategies, and activities. The plan should apply basic principles of training and a variety of activity choices. Applying sound safety practices such as warm-up and cool-down techniques and activities should also be a part of the plan.
- Construct a timeline for improvement to accompany their personal fitness plan.
- Analyze factors that can affect personal fitness such as body composition, nutritional choices, genetic background, family history, and level of activity. The student should analyze the effect these factors might have on the personal fitness plan.
- Identify and employ a variety of resources in the implementation of their personal fitness plan. These resources could include equipment, computer technology, fitness internet sites, health monitoring equipment (such as pulse monitors, pedometers, sphygmomanometer, calipers, etc.) and other assessment devices.

Instructional Resources

- Internet sites:
 - Centers for Disease Control and Prevention Safe USA - www.cdc.gov/safeusa/index.htm
 - The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - PE Central- www.pe.central.vt.edu
 - PBS Teacher Source - www.pbs.org/teachersource/
 - PELINKS4U - www.pelinks4u.org
 - AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - Fitnessgram® - www.cooperinst.org/ftgmain.as
 - Centers For Disease Control and Prevention - www.cdc.gov
 - Physical Education Lesson Plans and Activities – www.sports-media.org/

The following activities assist students in accomplishing the standard.

- Invite a community health professional, such as a personal trainer, to discuss ways to design a personal fitness program.
- Have students develop a set of short-term and long-term goals to improve fitness following an assessment of health-related fitness. Have students include activities they could do to reach their goals. Discuss training principles such as overload, specificity and progression and their application to improving personal fitness.
- Encourage students to conduct regular self- or peer-assessments in fitness using various types of assessment equipment.
- Review appropriate Web sites associated with physical fitness, and how to apply basic first aid to injuries related to exercise.
- Have students research factors that affect levels of physical fitness; use Web sites and printed materials. Topics such as nutrition, genetic background, levels, and types of activity can be explored.
- Have students discuss the use of timelines when setting goals. Lead students in developing milestones for improvement in one or more areas of fitness. Write down specific dates for students to reach specific milestones.
- Have students develop and maintain a personal fitness portfolio, which should include assessment scores, goals for improvement, plan of activities for improvement, and a log of activities being done to reach goals.

Standard of Learning

- 8.5. The student will work independently and with others in cooperative and competitive physical activity settings.
- a) Exhibit fair play, and act responsibly in activity settings.
 - b) Identify positive and negative effects of peer influence.
 - c) Show respect for peers' unique characteristics and abilities.

Understanding the Standard

The intent of the standard is to direct students toward self-discipline, peer motivation and evaluation during physical activity. This can be achieved by showing respect for the opinions and abilities of peers.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Follow the guidelines and rules of various activities and accept constructive feedback from teachers and peers.
- Provide information in an appropriate manner designed to improve individual or group performance.
- Accept different points of view and understand that there is more than one way to solve or cope with challenges inherent to physical activity.

Instructional Resources

- Sports Plus Developing Youth Sports Programs that Teach Positive Values, Jeffery Pratt Breedy, Ed.D. Project Adventure, October 1997.

The following activities assist students in accomplishing the standard.

- Peer supervision of physical activities.
- Encourage students who have certain expertise to help demonstrate skills and strategies associated with an activity.

- Have students create a new physical activity/sport with rules, safety procedures, and equipment. Encourage students to teach their activity to the entire class.
- Encourage students to participate in activities in which winning is not the focal point or no score is kept to emphasize the “fun of sport”.
- Possible suggested activities -- Cooperative and team building activities, orienteering, the use of heart rate monitors and calorie counters, golf, tennis, age appropriate weight training, self-motivated fitness activities such as taebo, yoga, and aerobics.

STRAND: Physically Active Lifestyles

Grade: Eighth

Standard of Learning

- 8.6 The student will demonstrate a physically active lifestyle, including activity within and outside of a physical education setting.
- a) Participate in health-enhancing and personally rewarding physical activity during unscheduled times.
 - b) Analyze and evaluate personal behaviors that support/do not support a healthy lifestyle.

Understanding the Standard

The intent of the standard is to participate in and understand the value of regular physical activity in achieving and maintaining a healthy lifestyle through analysis and evaluation.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Demonstrate knowledge of physical activity benefits.
- Participate in physical activity inside and outside of school on a regular basis.
- Analyze and evaluate personal behaviors that support/do not support a healthy lifestyle.
- Define unscheduled times.

Instructional Resources

- Internet sites:
 - The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - Wellness for Kids - www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm
 - PE Central- www.pe.central.vt.edu
 - PELINKS4U - www.pelinks4u.org
 - AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - Fitnessgram® - www.cooperinst.org/ftgmain.as
 - Centers For Disease Control and Prevention - www.cdc.gov
 - Physical Education Lesson Plans and Activities - www.sports-media.org/
 - Kids Running.com. – www.kidsrunning.com

The following activities assist students in accomplishing the standard.

- Discuss the term “unscheduled” activity, and the value of doing physical activity for enjoyment.
- Maintain a physical activity journal. Have students record activities they do and provide feedback about the activity. Students can record feelings or opinions about the activity. Students could write on a weekly basis about the physical benefits they are getting through their participation. The teacher could provide weekly journal topics to write about to provide some direction to the students’ writing.
- Research the value of living a healthy lifestyle. Explore the reduced risk of heart disease, diabetes, etc., through regular physical activity.
- Explore personal behaviors that do not lead to a healthy lifestyle such as inactivity, smoking, overeating, etc. Examine the health risk when making poor health decisions. Include information about the causes of heart disease, cancer, diabetes and other health disorders caused by living an unhealthy lifestyle.

STRAND: Skilled Movement

Grade: Ninth

Standard of Learning

- 9.1 The student will perform all basic movement skills and demonstrate competence in at least two self-selected, lifetime, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit activities categories.
- a) Apply competencies in all locomotor, non-locomotor, and manipulative skills to appropriate game/sport, dance, and recreational activities.
 - b) Design, implement, evaluate, and modify a plan for at least two self-selected, lifetime, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal skills.

Understanding the Standard

The intent of this standard is for students to participate in and apply movement skills and concepts in a variety of more complex physical activities – games, sports, rhythmic activities/dance and recreational pursuits. Based on experience, students will develop plans to improve skill performance.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Use motor skills in complex team and individual/dual sports, outdoor pursuits and dance/rhythms.
- Demonstrate competent basic skills in complex versions of at least two different types of movement forms (team sports, individual and dual sports, outdoor pursuits, rhythms).
- Analyze skill performance and set goals for the improvement of personal skills in at least two self-selected lifetime activities.
- Demonstrate the ability to design, implement and evaluate a personal physical activity plan, with particular emphasis on goal setting and reassessment based on accomplishment of goals.
- Demonstrate personal skills based on goal setting.
- Use movement principles to improve personal skills.

Instructional Resources

- Internet sites:
 - The Virtual Library of Sport - <http://www.sportsvl.co> has a “Sport Dictionary A to Z” that provides links to Web sites which have information (history, rules, equipment needs, outstanding players, etc.) about sports and recreational pursuits.
 - Sport Science - <http://www.exploritorium.edu/sports/index.htm> includes information on the principles of science as they apply to sports (baseball, cycling, skateboarding, rock climbing).
- Zakrajsek, Carnes, and Pettigrew’s *Quality Lesson Plans for Secondary Physical Education* has team and individual/dual sports unit and lesson plans.
- Dougherty’s *Physical Activity & Sport for the Secondary School Student* is a good source for information on current physical activities that meet the interests of high school students (skills and techniques required, safety, scoring, rules and etiquette, strategies, equipment, related terminology). Other chapters cover fitness activities and learning motor skills.
- Kleinman’s *Complete Physical Education Plans for Grades 7-12* includes unit and lesson plans for 14 sports and activities with teaching and assessment tools.
- Corbin and Lindsey’s *Fitness for Life* is an excellent source for information about health-related physical activity.

The following activities assist students in accomplishing the standard.

- Have students design a practice plan/schedule for skill improvement that includes the identification of the key elements of the skill, the analysis of which parts of the skill need improvement, and goal setting.
- Self-assessment, peer-assessment, reassessment, and videotape assessment of a skill: The students perform a self-assessment on how well they think they perform the skill. The self-assessment is followed by peer-assessment. The initial peer-assessment is followed by at least one other peer-assessment. Videotape student’s performance of the skill and have them self-assess the performance.

Sample assessment:

Name _____					
Volleyball: Forearm Pass Assessment					
Directions: Assess performance of each of the cues of the skill using the following rating scale:					
4 = Always					
3 = Most of the time					
2 = Sometimes					
1 = Never					
Cues	Self-Assessment	Peer-Assessment 1	Peer-Assessment 2	Peer-Assessment 3	Video Assessment
Thumbs together					
Arms straight; flat					
Arms "still" when contacting ball					
Ball contacts forearms					
Hands chest high					
Shoulders in front of knees					
Feet shoulder width apart; 1 foot slightly ahead; weight balanced					
Moves to ball					

Sample Lacrosse Rubric (Self-evaluation)

Name _____ Class: _____ Date: _____

- Excellent 4 - I consistently demonstrate the skill.
- I consistently help my partner and explain what he or she needs to improve.
- Proficient 3 - I frequently demonstrate the skill.
- I frequently help my partner and explain what he or she needs to improve.
- Adequate 2 - I occasionally demonstrate the skill.
- I occasionally help my partner and explain what he or she needs to improve.
- Limited 1 - I rarely demonstrate the skill.
- I rarely help my partner or explain what he or she needs to improve.

<u>Skill</u>	<u>My Rating</u>
Trapping	_____
Scooping	_____
Cradling	_____
Catching	_____
Passing	_____
Shooting	_____
Partner	_____
Total	_____

Overall, I would rate my performance in this unit as (1 to 4): _____

Comments:

Inclusion strategies for students with disabilities

- Additional players can be added to a team.
- Reduce the amount of activity and responsibility required from each player.
- The number of points required to win can be reduced.

Interdisciplinary teaching ideas

- Maintain a journal in which students write about movement experiences.
- Read books (nonfiction or fiction) related to sports.
- Create a “how to play” a specific sport booklet, complete with illustrations as to how to perform key skills.
- Graph results of testing.
- Interpret sports statistics.
- Learn and apply aerodynamic principles to throw a Frisbee® or football.
- Learn how to read a compass.
- Learn and apply information about the most efficient angles for throwing, jumping for distance, and shooting .
- Learn how changing the angle of impact affects the trajectory of an object that is hit with various implements or body parts.

STRAND: Movement Principles and Concepts

Grade: Ninth

Standard of Learning

- 9.2 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
- a) Explain and apply selected scientific principles that aid in the improvement of movement skills (physiological [warm-up, cool-down, overload, specificity, and progression], and biomechanical [levers, types of muscle contractions, and force]).
 - b) Use movement principles and concepts to improve performance.

Understanding the Standard

The intent of this standard is to provide students with specialized knowledge to evaluate personal skill-related performance by applying scientific principles related to exercise and training. Students will use this knowledge to improve their own movement effectiveness and performance of others by applying principles of exercise physiology and biomechanics.

Essential Knowledge and Skill

To be successful with this standard, students are expected to:

- Be able to apply concepts previously learned.
- Identify and apply critical elements to enable the development of movement competence and proficiency.
- Identify and apply characteristics of highly-skilled performance to enable the development of movement competence and proficiency.
- Explain the importance of warm-ups and cool-downs, and investigate the physiological responses to various warm-ups and cool-downs.
- Apply the principles of overload, specificity and progression to the concepts of frequency, intensity, time (duration) and type of exercise (FITT).
- Apply the principles of overload, specificity, and progression to explain how the skeletal, muscular, cardiorespiratory and neurological systems respond in a regular, moderate or vigorous program.
- Explain what characterizes a safe and appropriate muscular stretching and strengthening program.

- Apply the principles of exercise physiology to the fitness components of cardiorespiratory function, flexibility, muscular strength and endurance
- Understand the movement concepts of balance, energy, force and motion.
- Apply the principles associated with force generation and force absorption to skill and fitness activities; projecting, receiving, and moving objects. (Force Generation and Absorption).
- Use biomechanical principles to control the magnitude and timing of applied forces to change movement speed and range of motion (Magnitude and Timing).
- Demonstrate that changes in effectiveness of forces produced by the human body depend on the magnitude and point of application of forces (Movement Effectiveness).
- Analyze movement performance using the principles of resistance to learn or improve a movement skill:
 - o Effects of external forces acting on the body and objects; these forces include friction, air resistance (lift and drag), buoyancy, gravity and reaction.
 - o As velocity increases the resistance is increased (squared).
 - o Drag is resistance in water.
 - o The larger the object, the greater the resistance.
 - o Gravity, friction, air resistance, and water are external forces, which either assist or retard movement.
- Apply movement principles and concepts to skill performance in:
 - o sports - individual and team;
 - o dance - modern, jazz, ballet, folk and social; and
 - o recreational activities - lawn games, water activities and fitness interests.
- Create and implement an individualized fitness program, monitor physical changes and modify the plan to ensure success in:
 - o the application of previously learned concepts; and
 - o anticipating changes for various stages of life (flexibility deteriorates with age and needs to be emphasized more in order to sustain it).

Instructional Resources

- Sport Science: <http://www.exploratorium.edu/baseball/index.html>

The following activities assist students in accomplishing the standard.

- Define and identify movement concepts related to skill performance.
- Use a circuit to help teach the FITT principle (Define intensity. Set up an aerobic endurance circuit that focuses on activities that vary in intensity – walking through cones, jumping rope, jogging around the gym, etc). Ask students to predict which aerobic endurance activities have greater intensity and why. Upon completing each station, students will measure their pulse, either with heart rate monitors or by counting for six seconds and adding zero to the number.
- Students choose an activity or sport. Have them develop a strength-training program that will enhance their performance or enjoyment of the activity. Have them work in pairs and taking turns going through half of each workout.
- Develop a training program or exercise routine implementing the physiological principles as they apply to various activities.
- Have students use digital cameras and video recorders to analyze performance.
- Have each student maintain a portfolio of performance improvement in a variety of skill-related activities.
- Analyze the biomechanical principles of specific sports skills, dance moves and recreational activities - self/partner/group.
- Have students research a sport, dance, or recreational activity of their choice focusing on ways to optimize performance.
- Assess and develop a personal physical activity program aimed at improving skill performance.
- Include stations where students explore the effects of how external forces alter movement effectiveness with station work.

Standard of Learning

- 9.3 The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing and modifying a personal fitness program.
- a) Demonstrate program-planning skills by setting goals, devising strategies and making timelines for a personal physical activity plan.
 - b) Apply the Frequency, Intensity, Time, Type (FITT) principle and other principles of training such as overload, specificity, and progression according to personal goals.
 - c) Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).
 - d) Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.

Understanding the Standard

The intent of the standard is to evaluate personal fitness levels, create an appropriate plan with timelines that will maintain and improve level of physical fitness.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Use appropriate goal-setting strategies.
- Apply time management skills in making a fitness plan.
- Use the FITT principle and other principles of training (overload, specificity, and progression).
- Assess and analyze personal fitness level.
- Analyze and apply the components of fitness to their program (cardiorespiratory endurance, muscular strength, muscular endurance, and body composition).
- Enhance physical fitness by participating in a variety of physical activities.
- Investigate the risk involved in use/abuse of performance-enhancing substances.

Instructional Resources

- Internet sites:
 - o National Institute on Drug Abuse - www.steroidabuse.org/
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o PELINKS4U - www.pelinks4u.org
 - o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - o Fitnessgram® - www.cooperinst.org/ftgmain.as
 - o Centers For Disease Control and Prevention - www.cdc.gov
 - o Physical Education Lesson Plans and Activities - www.sports-media.org/

The following activities assist students in accomplishing the standard.

- Students can create a fitness diary/journal that includes their current fitness level, goals for areas of improvement, and an action plan for improvement. Students can document participation in fitness-related activities showing progress toward their goals. At the end of a predetermined time, students will assess the extent to which goals were met.
- Students can develop a notebook that contains:
 - o a definition of physical fitness;
 - o fitness components;
 - o principles of training;
 - o health-risk factors;
 - o benefits of exercise; and
 - o exercise/activities designed to achieve and maintain fitness.
- Students can create a weight training video that instructs other students on strength training techniques, safety procedures and creating a weight-training program.
- Students can visit community fitness centers and make a report on what is available.
- Students can research the risk involved with using performance-enhancing substances. Have students use various resources to look at the use/abuse by athletes and short-term and long-term use of anabolic steroids. Also explore ways that proper training habits can provide the same gains without the risk. Use the *National Institute on Drug Abuse (NIDA)* as a resource.

STRAND: Responsible Behaviors

Grade: Ninth

Standard of Learning

- 9.4 The student will demonstrate appropriate behaviors in all physical settings.
- a) Act independently, and resist negative peer influences in physical activity settings.
 - b) Exhibit respect for the unique characteristics and abilities of peers.
 - c) Act responsibly to avoid conflict.

Understanding the Standard

The intent of this standard is to have students be independent thinkers who respect peers, yet resist negative peer influences and act responsibly to avoid conflict.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Work independently.
- Use appropriate social interactions and decision-making skills.
- Show respect for cultural differences and abilities.

Instructional Resources

- Guest speakers/presentations about the cultures represented in the community.
- Independent physical activities may include fitness circuits, jump rope activities and cycling (outdoor, indoor).
- Character Education Connections - A Guide for Integrating Character Education Diane Stirling with Georgia Archibald, Linda McKay & Shelley Berg National Resources, Inc. New York, 2000.

STRAND: Physically Active Lifestyle

Grade: Ninth

Standard of Learning

- 9.5 The student will participate in school and community health-enhancing physical activities that provide opportunities for challenge and social interaction.
- a) Maintain a record of daily participation in physical activities.
 - b) Develop and evaluate progress toward personal physical-activity goals within and outside of physical education class.
 - c) Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.

Understanding the Standard

The intent of the standard is to have students analyze the benefits of health-enhanced physical activities done in and outside of school, and evaluate progress made toward personal physical activity goals.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Analyze and compare physiological and psychological benefits derived from various physical activities.
- Identify ways in which physical activity can provide opportunities for positive social interaction and enjoyment.
- Participate and keep a record of physical activities completed daily to evaluate progress in achieving personal goals.

Instructional Resources

- Internet sites:
 - o Centers for Disease Control and Prevention Safe USA - www.cdc.gov/safeusa/index.htm
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o PELINKS4U - www.pelinks4u.org

- o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
- o Fitnessgram® - www.cooperinst.org/ftgmain.as
- o Centers For Disease Control and Prevention - www.cdc.gov
- o Physical Education Lesson Plans and Activities - www.sports-media.org/

The following activities assist students in accomplishing the standard.

- Have students select and participate in a health-enhancing physical activity outside the classroom setting. They will keep logs showing participation time, cost, facilities used, equipment required, personnel involved and other related factors influencing their ability to participate.
- Have students write an essay identifying and reflecting on personal benefits and feelings that result from participating in a favorite physical activity.
- Have students write a letter to a friend or family member asking them to try playing a particular sport or activity.
- Have students work in small groups and select an activity to present to the other class members. Prior to leading the group, each group can research the physical benefits gained from participating in the activity. As part of the presentation, each group can share information gained from research activity.

STRAND: Skilled Movement

Grade: Tenth

Standard of Learning

10.1 The student will demonstrate proficiency in all basic movement skills and patterns, and competency in at least three self-selected, lifetime physical activities.

- a) Apply competencies in all movement skills to appropriate game/sport, dance, and recreational activities.
- b) Design, implement, evaluate, and modify a plan for three or more, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills, and planning for future years.

Understanding the Standard

The intent of this standard is for students to demonstrate proficient performance of basic movement skills, concepts, and combinations that can competently be applied and be performed in three self-selected lifetime physical activities. Based on their experiences, students will develop plans to improve skill performance and set goals for the continued participation beyond high school in three or more self-selected activities.

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Use advanced sport-specific skills in selected physical activities.
- Exhibit proficiency in basic skills of three selected lifetime activities and exhibit the ability to use the skills with consistency in the appropriate setting.
- Consistently apply skills in increasingly more complex combinations (double play in softball).
- Demonstrate an understanding of the rules and strategies of three selected lifetime sports or activities, and apply them appropriately.
- Establish goals of active participation in physical activity for a lifetime.
- Set goals for continued fitness beyond 10th grade.

Instructional Resources

- Internet sites:
 - Awesome Library http://www.awesomelibrary.org/classroom/Health_PE/P provides numerous links to lesson plan, fitness, sports, and other physical education related Web sites.
 - Sports Media - <http://sports-media.org> provides physical education lesson plans for various games and sports, professional articles, book reviews, and links to physical educators and other physical education related Web sites.
 - Unit plans - <http://pelinks4u.org/links/unitplans.htm> developed by physical education majors at Central Washington University, provides numerous unit plans, some better than others.
- Kaardal's *Learning by Choice in Secondary Physical Education: Creating a Goal-Directed Program* provides reproducible worksheets on numerous physical activities that can be used for rule sheets and assessment.
- Williams, Harageones, Johnson, and Smith's *Personal Fitness: Looking Good; Feeling Good* addresses current, basic topics in health-related physical fitness, nutrition, and stress.

The following activities assist students in accomplishing the standard.

- Create a game -- In small groups, create a cooperative or competitive game or challenge that incorporates advanced motor skills and strategies.
- Coaching -- Have the students work in pairs to improve skill performance. Each pair of students can decide which skill they would like to improve. They will develop a checklist of cues/critical elements for their selected skill. Each student in the pair will assume the role of "coach" and "athlete." Using the skill checklist, the coach will observe and analyze his/her partner's skill performance. The coach will then help the athlete improve his/her performance of specific aspects of the skill and assess the performance of the skill for improvement.
- Have students come up with ways they can add more physical activity to their daily lives. Then have them discuss obstacles that may keep them from becoming physically active.
- Peer Observation and Assessment -- Students in groups of threes. One person in each group observes and assesses the throwing and catching skills of one of the other students in the group during the three-minute assessment period (throwing, catching, and fielding grounders). Group members change roles every three minutes until everyone has had an opportunity to be the observer/assessor and the person observed.

Sample assessment:

Name _____ Date _____		
Observer's Name _____		
Softball Throwing/Catching Assessment		
Directions: Observe one of your group members throwing and catching a softball. Indicate if the student performs the skill correctly by checking the appropriate box for each critical element of the skill.		
Throwing	Yes	No
Weight on back foot at beginning of the throw?		
Elbow at 90-degree angle and away from body?		
Trunk rotation?		
Weight shifts to front foot as ball is released?		
Follow-through?		
Catching		
Feet shoulder width apart?		
Glove positioned correctly (webbing up for balls about waist; webbing down for balls thrown below waist)?		
Glove hand gives as the ball enters into the glove?		
Throwing hand follows the ball into the glove to ensure catch?		
Fielding Ground Balls		
Ready position (knees bent; bent at waist)?		
Moves body in front of moving ball?		
Ball scooped correctly and brought to the body in preparation for throw?		

Sample Tennis Rubric:

Criteria	4 Excellent	3 Proficient	2 Working to Achieve	1 Limited
Fundamentals	Consistently demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing	Frequently demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing	Occasionally demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing	Rarely, if ever, demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat controlled swing
Forehand	Using self-toss while standing in the backcourt, during warm-ups, consistently demonstrates the ability to hit a forehand shot successfully	Using a self-toss while standing in the backcourt, during warm-ups, frequently demonstrates the ability to hit a forehand shot successfully	Using a self-toss while standing in the backcourt, during warm-ups, occasionally demonstrates the ability to hit a forehand shot successfully	Using a self-toss while standing in the backcourt, during warm-ups, rarely, if ever, demonstrates the ability to hit a forehand shot successfully
Backhand	Using a self-toss while standing in the backcourt, during warm-ups, consistently demonstrates the ability	Using a self-toss while standing in the backcourt, during warm-ups, frequently demonstrates the ability to hit a	Using a self-toss while standing in the backcourt, during warm-ups, occasionally demonstrates the ability to hit a	Using a self-toss while standing in the backcourt, during warm-ups, rarely, if ever, demonstrates the ability to hit a backhand shot

	to hit a backhand shot successfully	backhand shot successfully	backhand shot successfully	successfully
Rally	With a partner, while standing in the backcourt, consistently can rally back and forth	With a partner, while standing in the backcourt, frequently can rally back and forth	With a partner, while standing in the backcourt, occasionally can rally back and forth	With a partner, while standing in the backcourt, rarely, if ever, can rally back and forth
Forehand Volley	Using a self-toss while standing in the backcourt, consistently demonstrates the forehand volley successfully – 4 out of 5 times	Using a self-toss while standing in the backcourt, frequently demonstrates the forehand volley successfully – 3 out of 5 times	Using a self-toss while standing in the backcourt, occasionally demonstrates the forehand volley successfully – 2 out of 5 times	Using a self-toss while standing in backcourt, rarely, if ever, demonstrates the forehand volley successfully—less than 2 out of 5 times
Backhand Volley	Using a self-toss while standing in the backcourt, consistently demonstrates the backhand volley successfully – 4 out of 5 times	Using a self-toss while standing in the backcourt, frequently demonstrates the backhand volley successfully 3 out of 5 times	Using a self-toss while standing in the backcourt, occasionally demonstrates the backhand volley successfully – 2 out of 5 times	Using a self-toss while standing in the backcourt, rarely, if ever, demonstrates the backhand volley successfully—less than 2 out of 5 times
Serve	Consistently can demonstrate overhand serve into right and left court from behind baseline	Frequently can demonstrate overhand serve into right and left court from behind baseline	Occasionally can demonstrate overhand serve into right and left court from behind baseline	Rarely, if ever, can demonstrate overhand serve into right and left court from behind baseline
Match Play	Consistently demonstrates tasks while playing a match with an opponent (80% of the time)	Frequently demonstrates tasks while playing a match with an opponent (60% of the time)	Frequently demonstrates tasks while playing a match with an opponent (50% of the time)	Rarely, if ever, demonstrates tasks while playing a match with an opponent (less than 50% of the time)
Game Strategy	The student consistently demonstrates proper court positioning and strategy in singles and/or doubles matches (80% of the time)	Frequently demonstrates proper court positioning and strategy in singles and/or doubles matches (60% of the time)	Occasionally demonstrates proper court positioning and strategy in singles and/or doubles matches (50% of the time)	Rarely, if ever, demonstrates tasks while playing a match with an opponent (less than 50% of the time)

Inclusion strategies for students with disabilities

- Free substitutions can be made allowing participants the opportunity to have a rest period while the activity continues.

Interdisciplinary teaching ideas

- Write poems about sport and physical activity.
- Explore rhythm in poetry and rhythm in dance or other activity.
- Use art as a way to express feelings about movement experiences.
- Create dance routines to be performed in conjunction with musical/theater arts productions.

- Learn and apply information about the most efficient angles for throwing, jumping for distance, shooting.
- Learn how changing the angle of impact affects the trajectory of an object that is hit with various implements or body parts.
- Videotape and analyze movement skills.

STRAND: Movement Principles and Concepts

Grade: Tenth

Standard of Learning

10.2 The student will apply movement principles and concepts to skill performance.

- a) Explain and apply selected scientific principles (physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
- b) Integrate movement principles and concepts to analyze and improve the performance of self and others in specialized movement forms.

Understanding the Standard

The intent of this standard is to analyze and improve personal performance by applying knowledge of scientific principles of movement while participating in lifetime skill-related activities.

Essential Knowledge and Skill

To be successful with this standard, students are expected to:

- Apply laws of motion, force, and balance to skill-related activities.
- Explain selected biomechanical principles and use these principles to assess performance in a variety of movement forms.
- Explain selected physiological principles and use these principles to assess performance in a variety of movement forms.
- Understand analysis of performance to detect, analyze, and correct errors in performance.
- Design, justify and evaluate warm-up and cool-down sequences performed.
- Use the principle of progression to design and perform a physical activity program to achieve physical benefits.
- Use methods of skill performance analysis.
- Identify and apply critical elements to enable the development of movement competence/proficiency.
 - Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency.

- Analyze the mechanical principles of movement involved in a fitness workout:
 - o Exercises involve third class levers.
 - o The resistance of an arm increases the intensity of the exercises.
 - o Greater strength is needed to move the object during the first half of the movement and less strength is needed after reaching 90° (an arm curl).
 - o Isotonic exercises increase strength/endurance through full range of motion and adjust intensity according to the angle.
 - o Following proper mechanics for each exercise and omitting contraindicated exercises reduces the chance of injury (deep knee bends, standing toe touches).

- Analyze movement principles and concepts to improve skill performance in:
 - o sports - individual and teams;
 - o dance - modern, jazz, ballet, folk and social; and
 - o recreation activities - lawn games, water activities and fitness interests (jogging, cycling, etc.).

Instructional Resources

The following activities assist students in accomplishing the standard.

- Define and identify movement concepts related to skill performance.
- Use rubrics for peer assessment.
- Have students videotape themselves performing a sports skill, dance or other physical activity. Then have them analyze the performance and prepare a written report that focuses on the following:
 - o List the critical elements for successful performance.
 - o Suggest practice procedures that might be used to improve performance of the skill.
 - o List strategies to improve overall performance in the activity.
- Encourage instructional grouping that will allow more-skilled students to assist less-skilled students. The more-skilled students are asked to observe, assess, and coach the practice of the skill.
- Use student-generated games providing opportunities to practice and analyze skill components and overall performance.
- In cooperative groups, students are asked to define an assigned biomechanical principle such as “Law of Opposition”, develop an athletic activity that demonstrates the principle and present the activity to the class.

- Students will interview an athlete who is an elite-level performer in a particular movement activity to determine what elite performers know about the scientific factors and principles that affect their performance. A written or oral report should be prepared describing the factors that the athlete believes affect the quality of his/her performance. The student should include any scientific factors they feel may have been omitted by the athlete.

Standard of Learning

- 10.3 The student will demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness.
- a) Select, and apply, in a chosen game/sport, dance, recreational pursuit, or fitness activity, appropriate principles of training to increase regular physical activity and/or improve performance.
 - b) Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.

Understanding the Standard

The intent of the standard is to have students independently analyze personal fitness data and apply principles and scientific concepts of training toward increasing personal activity and fitness levels.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Assess and independently analyze personal fitness level.
- Use the FITT principle and other principles of training (overload, specificity, and progression) with a chosen activity.
- Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.
- Independently apply the components of fitness to a chosen activity (cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition).

Instructional Resources

- Internet sites:
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o PELINKS4U - www.pelinks4u.org

- o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
- o Fitnessgram® - www.cooperinst.org/ftgmain.as
- o Centers For Disease Control and Prevention - www.cdc.gov
- o Physical Education Lesson Plans and Activities – www.sports-media.org/

The following activities assist students in accomplishing the standard.

- Have students create a video of three self-selected physical activities and demonstrate the appropriate fitness principles as they apply.
- Have students create a fitness training video that instructs other students on training techniques, warm-up procedures, and how to create a training program.
- Students can be administered a written test that includes a skill assessment that assesses the student's cognitive understanding of the essential fitness components and principles. The student can then demonstrate the proper technique for assessing the components of health-related fitness.

STRAND: Responsible Behaviors

Grade: Tenth

Standard of Learning

10.4 The student will demonstrate appropriate behavior in all physical activity settings.

- a) Initiate and maintain appropriate personal behaviors in physical activity settings.
- b) Exhibit leadership and the ability to follow others when working with a group.
- c) Anticipate and avoid potentially dangerous situations in physical activity settings.

Understanding the Standard

The intent of the standard is for students to act respectfully in physical activity settings and work efficiently in group settings as a leader and as a group participant.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Use appropriate language and behaviors as a participant and spectator.
- Contribute as a productive team member and demonstrate leadership skills.
- Identify and avoid dangerous situations in physical activity settings.
- Create a code of conduct for spectators.

Instructional Resources

- Project Adventure - www.pa.org
- VHSL Code of Conduct.
- Team Building Activities for Every Group Alanna Jones Rec Room Pub, August 1999.

The following activities assist students in accomplishing the standard.

- Incorporate team building activities.
- Establish clear expectations for acceptable language and behavior.
- Organize drills and lessons with safety in mind.

STRAND: Physically Active Lifestyle

Grade: Tenth

Standard of Learning

10.5 The student will analyze and evaluate the significance of physical activity to the present and future development and maintenance of a healthy lifestyle.

- a) Participate regularly in health-enhancing physical activities that contribute to personal enjoyment, and the attainment and maintenance of personal physical activity goals.
- b) Demonstrate an understanding of how personal characteristics, participation behavior patterns, and activity preferences are likely to change over time, and determine strategies to deal with those changes.

Understanding the Standard

The intent of the standard is to have students understand the value of regular physical activity to a healthy lifestyle and the challenges of maintaining a healthy lifestyle as they get older.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Establish personal physical activity goals as a teen and as an adult.
- Participate regularly in health-enhancing physical activities to accomplish personal physical activity goals.
- Identify and participate in new physical activities for personal interest in and out of the physical education class.
- Evaluate changing physical activity needs over a lifetime.

Instructional Resources

- Internet sites
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o PELINKS4U - www.pelinks4u.org
 - o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm

- o Fitnessgram® - www.cooperinst.org/ftgmain.as
- o Centers For Disease Control and Prevention - www.cdc.gov
- o Physical Education Lesson Plans and Activities - www.sports-media.org/

The following activities assist students in accomplishing the standard.

- Have students research and describe changes in a personal wellness plan that might take place 10 years from now, and changes that might take place 20 years from now.
- Have students analyze and compare health and fitness benefits derived from a variety of physical activities, especially ones that are available in their area.
- Have students research and report on the availability of health-enhancing activities in their immediate area featuring cost, age relativity, access and equipment needs.

Strand: Skilled Movement

Grade: Eleventh/Twelfth

Standard of Learning

- 11/12.1 The student will demonstrate mastery of movement skills and patterns that apply to the selected specialized-movement activity.
- a) Exhibit a level of proficiency in all basic skills required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
 - b) Demonstrate an understanding of the rules and strategies of the selected activity, and apply them appropriately.

Understanding the Standard

The intent of this standard is for elective physical education students to self-select physical activities for in-depth study for a quarter, semester, or year (aerobics, cycling, dance, individual sports, outdoor pursuits, team sports, weight training and conditioning).

Essential Knowledge and Skills

To meet this standard, students should be able to:

- Demonstrate advanced movement patterns in self-selected movement activities.
- Demonstrate the ability to use combined movement skills and strategies in self-selected recreation, leisure, sport or dance activities.
- Analyze movement activities for component skills and movement patterns.
- Select appropriate practice procedures to learn and master skills (dribbling, shooting, passing, etc.) and movement patterns (running, sprinting, change of direction, running backwards, defensive sliding, etc.) of activities of personal interest.
- Use information about performance to adjust practice procedures to improve skill performance.
- Select and execute appropriate offensive and defensive strategies during performance of selected physical activities.

Instructional Resources

- Internet sites:
 - Big Chalk - Homework Central
<http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/db/hwchelp/whatis.html> provides a free directory of educational Web sites for elementary, middle, and high school students and teachers on fitness, safety, health issues, first aid, sports, and rescue (rules, history, sports science).
 - PE 4 Life - <http://www.pe4life.org> provides valuable information to help support physical education – PEP grant writing, research articles and links to other physical education sites.
- McCracken's *It's Not Gym Anymore: Teaching Secondary Students How to be Active for Life* emphasizes a lifetime fitness approach to physical education. Included are numerous reproducible worksheets.
- Stokes and Schultz's *Personal Fitness for You* assists students in developing a personal fitness program. Guidelines for establishing a training program; exercising safely; descriptions of exercise programs to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility; nutritional information; stress management; and consumer awareness issues are addressed.

The following activities assist students in accomplishing the standard.

- Student project -- Develop a four-week training and conditioning program that includes:
 - analysis of basic skills, movement patterns and fitness components (cardiorespiratory endurance, power, speed, agility, reaction time, strength, etc.);
 - assessment of current skill and fitness status; and
 - description of specific conditioning and practice procedures.
- Public Service Announcement (PSA) -- Develop a PSA to help others select a lifetime physical activity based on personal interests and capabilities.
- Write the cues of a sport to teach a beginner to perform better. Present the students with a hypothetical situation in which the student observes a sport skill being performed by a less-skilled person (observing a teenager shooting baskets in the gym or on the playground who misses most of the time). The student's task is to offer some suggestions to help the person improve his/her performance (teaching cues learned in class, critical elements of the skill).
- Develop a booklet on the basic skills of a sport/activity for younger students to assess the understanding of basic skills, teaching cues, safety rules and practice associated with the sport/activity.

- Create a 3-5 minute instructional videotape about a movement skill or sport/activity related concept (offensive or defensive strategies, safety, biomechanical principle).

Inclusion strategies for students with disabilities

- Players can be required to rotate positions frequently in order for all participants to perform various kinds of activities and play different positions.

Interdisciplinary teaching ideas

- Write a newspaper article about a sport-related activity in physical education class or in the community.
- Debate controversial sport-related topics (drug testing, allowing professional athletes to compete in the Olympics, athletes endorsing products that may be dangerous to the user's health).
- Explore the economic impact on sports and sporting events (the Olympics, Super Bowl, World Series, etc).
- Relate the rules of sport to the laws in society.
- Discuss how sports, recreational activities and dance have been depicted in art from ancient (Greek sculpture) to modern times (Leroy Neiman paintings).

STRAND: Movement Principles and Concepts Grade: Eleventh/Twelfth

Standard of Learning

- 11/12.2 The student will apply movement principles and concepts to skill performance of the selected specialized-movement activity.
- a) Explain and apply selected scientific principles (physiological, biomechanical) that aid in the improvement of movement skills and performance in specialized movement forms.
 - b) Integrate movement principles and concepts in order to improve the performance of self and others in specialized movement forms.

Understanding the Standard

The intent of this standard is to provide students with the knowledge and understanding necessary to analyze movement performance in an activity of choice using scientific principles, and implement effective practice procedures for skillful performance in specialized movement forms. Students should be able to apply advanced movement-specific information so that they develop the ability to learn, self-assess and improve movement skills independently.

Essential Knowledge and Skill

To be successful with this standard, students are expected to:

- Apply all concepts previously learned to sport/activity of choice.
- Detect, analyze, and correct errors in performance.
- Design, justify, and evaluate warm-up and cool-down sequences performed.
- Understand and utilize the Frequency, Intensity, Time, Type (FITT) principle.
- Demonstrate what factors contribute to an appropriate cardiorespiratory fitness program by planning and maintaining a regular fitness program.
- Use the principle of progression to design and perform a physical activity program to achieve physical benefits.
- Explain selected physiological principles and use these principles to assess performance in a variety of movement forms.
- Explain selected biomechanical principles and use these principles to assess performance in a variety of movement forms.

- Analyze the mechanical principles of movement involved in a fitness workout:
 - Exercises involve third class levers.
 - Increasing the resistance arm increases the intensity of the exercises.
 - Greater strength is needed to move the object during the first half of the movement and less strength is needed after reaching 90° (an arm curl).
 - Isotonic exercises increase strength/endurance through full range of motion and adjust intensity according to the angle.
 - Following proper mechanics for each exercise and omitting contraindicated exercises reduces the chance of injury (deep knee bends, standing toe touches).

- Analyze movement principles and concepts to improve skill performance in:
 - sports - individual and teams;
 - dance - modern, jazz, ballet, folk and social; and
 - recreation activities - lawn games, water activities and fitness interests (jogging, cycling, etc.).

Instructional Resources

The following activities assist students in accomplishing the standard.

- Define and identify movement concepts related to skill performance.
- Use rubrics for peer and self-assessment.
- Have students videotape each other while performing a sports skill, dance or other physical activity. Then have them analyze the performance and prepare a written report that focuses on the following:
 - the critical elements for successful performance;
 - practice procedures that might be used to improve performance of the skill; and
 - strategies to improve overall performance in the activity.
- Group students to allow more-skilled students to assist less-skilled students. The more-skilled students are asked to observe, assess, and coach the practice of the skill.
- Have students generate games providing opportunities to practice and analyze skill components and overall performance.
- In cooperative groups, students are asked to define an assigned biomechanical principle such as “Principle of Resistance”, develop an athletic activity that demonstrates the principle, and present the activity to the class.

- Students will interview an athlete who is an elite-level performer in a particular movement activity to determine what elite performers know about the scientific factors and principles that affect their performance. A written or oral report is prepared describing the factors that the athlete believes affect the quality of his/her performance. The students should include any scientific factors they feel may have been omitted by the athlete.

STRAND: Personal Fitness

Grade: Eleventh/Twelfth

Standard of Learning

- 11/12.3 The student will achieve and maintain a health-enhancing level of physical fitness.
- a) Participate independently in health-enhancing physical fitness activities.
 - b) Evaluate and adjust activity levels to meet personal fitness goals.
 - c) Design and critique a personal fitness program, using available technology and resources.

Understanding the Standard

The intent of the standard is to have students independently design and implement a health-enhancing personal fitness program complete with personal fitness goals. The students should also be able to use available technology and resources.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Use available technology to assess fitness levels.
- Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.
- Understand and apply the components of fitness to a chosen activity (cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and body composition).
- Use available technology and resources to make a personal fitness program complete with activities and assessments.

Instructional Resources

- Internet sites:
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o PELINKS4U - www.pelinks4u.org

- o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
- o Fitnessgram® - www.cooperinst.org/ftgmain.as
- o Centers For Disease Control and Prevention - www.cdc.gov
- o Physical Education Lesson Plans and Activities - www.sports-media.org/

The following activities assist students in accomplishing the standard.

- Have students create a video or digital slide show of a selected physical activity and demonstrate the appropriate fitness principles.
- Have students create a weight training presentation with demonstrations that focus on technique, fitness principles and benefits over a lifetime.
- Have students select individual areas of concentration (either in the classroom or out) and assess the benefits of the activity based on their goals.
- Have students complete a personal fitness assessment. Based on personal performance, students develop their program. Program information could be kept in a journal or portfolio with all appropriate information assessed by the teacher upon completion.

STRAND: Responsible Behaviors

Grade: Eleventh/Twelfth

Standard of Learning

- 11/12.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.
- a) Evaluate and organize a safe environment for skill practice.
 - b) Demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity setting.

Understanding the Standard

The intent of this standard is to provide student leadership skills to accomplish group goals in a safe practice area and follow proper procedure to care for equipment.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Exhibit leadership roles.
- Organize and implement a safe skill practice (partners in the weight room-spotting each other and returning equipment; checking bicycle tires and sizing helmets).
- Demonstrate proper care of equipment and safe behavior.

Instructional Resources

- Develop adventure activities where students take on different roles in a group dynamic.
- Create an emergency safety plan for a variety of skill practices and activities.
- Have students repair damaged equipment or write a budget to replace it.
- Have students investigate the maintenance of athletic equipment.
- Have students praise each other for commendable efforts.
- Have students analyze a sporting event and identify acts of sportsmanship and inappropriate behavior and consequences.

- Use community resources and appropriate behaviors in a physical activity setting (golf course, bowling, aquatic facility, hiking trails).

STRAND: Physically Active Lifestyle

Grade: Eleventh/Twelfth

Standard of Learning

11/12.5 The student will participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.

Understanding the Standard

The intent of the standard is to have students understand that regular physical activity provides opportunities for enjoyment, challenge, self-expression and health-enhancing benefits.

Essential Knowledge and Skill

To meet this standard, students should be able to:

- Select and participate in a variety of activities that are personally enjoyable and beneficial.
- Set personal fitness and activity goals to monitor over a period of time.
- Identify and participate in new physical activities for personal interest in and out of the physical education class.
- Identify ways that physical activities can provide positive social interaction.

Instructional Resources

- Internet sites
 - o The Fitness Jumpsite - www.primusweb.com/fitnesspartner/
 - o PE Central- www.pe.central.vt.edu
 - o PBS Teacher Source - www.pbs.org/teachersource/
 - o PELINKS4U - www.pelinks4u.org
 - o AAHPERD Physical Best Program - www.aahperd.org/Physical_Best/template.cfm
 - o Fitnessgram® - www.cooperinst.org/ftgmain.as
 - o Centers For Disease Control and Prevention - www.cdc.gov
 - o Physical Education Lesson Plans and Activities - www.sports-media.org/
 - o Virginia State Parks - www.dcr.state.va.us/parks/
 - o National Park Service - www.nps.gov

The following activities assist students in accomplishing the standard.

- Research opportunities within national and state park systems for experiencing outdoor activities such as camping, canoeing, swimming, hiking, cycling, spelunking, rock climbing, orienteering, etc.
- Have students keep a journal of feelings and experiences during an educational adventure experience such as a nature hike, camping, canoeing or biking.
- Have students keep a log of participation in physical activity outside of school.
- Have students research and report on the availability of community recreational activities.

Physical Education Technical Assistance Guide

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Glossary of Terms

A

Active lifestyle

A way of life valuing physical activity as an essential part of living; characterized by the integration of physical activity into daily routines and leisure pursuits.

Aerobic

With oxygen; term refers to energy-producing biochemical pathways in cells that use oxygen to produce energy.

Aerobic dance

A form of fitness training in which sustained, moderately strenuous exercise activities are performed to music that is continuous and use primarily the large muscle groups.

Aerobic exercise

Steady, low-intensity exercise within the target heart rate zone in which the cardiorespiratory system can supply all the oxygen the muscles need. Aerobic exercise includes activities like jogging, walking, non-competitive swimming, and pleasure cycling.

Agility

The ability to change and control the direction and position of the body while maintaining a constant rapid motion.

Anaerobic

Without oxygen; terms refers to energy producing biochemical pathways in cells that do not require oxygen to produce energy.

Anaerobic exercise

Physical exercise performed in short, fast bursts in which the respiratory and circulatory systems cannot supply oxygen to the muscles as fast as the cells use it. Examples of anaerobic exercises are the 100-meter dash, 50-meter breaststroke, and a competitive full-court basketball game.

Anatomy

The study of the structure of the human body.

Appropriate competitive behavior

Striving for improvement while respecting and remaining sensitive to the social, emotional, and physical needs and ability levels of all participants.

Assessment

The process of testing and evaluating students to determine progress towards goals or standards.

Authentic assessment

Assessment done in a “real-life” setting (e.g., observing a skill in context of the game in which it is used); a performance-based approach that checks the performance against a predetermined rating scale (rubric).

B**Balance**

The ability to assume and maintain a state of equilibrium while remaining stationary (static balance) or moving (dynamic balance). Balance is maintained by keeping the center of gravity over the base of support.

Ballet

A classical dance form based on centuries of tradition that reflects a theme or tells a story.

Ballistic stretch

Exercises that involve quick up-and-down bobbing movements that are held briefly.

Ballroom dancing

Partner dancing with basic steps and patterns (e.g., waltz, foxtrot, swing, salsa, cha cha, tango, merengue); partners can move about the dance floor with no relationship to each other (recreational form) or in precise, choreographed steps (professional form).

Base of support

The part on which the body or its parts rests.

Benchmark

Grade level or course-specific expectation for students, which marks progress toward achievement of a standard.

Biomechanics

The study of the principles of physics applied to human motion.

Body management skills

The ability to keep the body under control and in balance when moving, standing still, or lifting the body into the air and landing.

C

Cardiorespiratory endurance (aerobic capacity)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Cardiorespiratory system

Composed of the heart, blood vessels, and respiratory system.

Cardiovascular disease

A group of diseases of the heart and blood vessels.

Cardiovascular system

A body system that consists of the heart, blood vessels, and blood.

Catching

The use of one or two hands to stop and control an object that has been thrown or hit into the air or onto the ground; a skill theme.

Center of gravity

The weight center of the body; the point around which the body weight is equally distributed.

Chasing

Traveling quickly to overtake or tag a fleeing person.

Circuit training

An exercise program in which one moves around a prescribed course, stopping at each station to perform a specified exercise.

Competence

The development of sufficient ability to enjoy participation in physical activities and establishment of a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities

Complex skills

Combinations of a number of simple skills (e.g., juggling, lay-up, triple jump).

Concentric muscle contraction

The contraction and shortening of a muscle that results in the movement of bones and joints; positive work.

Conditioning

Engaging in regular physical activity of exercise that results in an improved state of physical fitness

Constructive feedback

Specific information given about an individual's performance.

Continuity

One movement following another in succession without a break in the action.

Cool-down

A five to fifteen minute period of low intensity exercise that immediately follows the primary conditioning period (sometimes called a warm-down).

Cooling down

Slow reduction of the workout level after hard exercise.

Cooperation

Working together to achieve a goal in which success depends on combined effort.

Cooperative game

An activity that stresses one or more elements of cooperative behavior.

Cooperative learning

A process in which children work together to determine the one answer to learning the activity.

Coordination

The ability to synchronize, or combine at the same time, movements of several parts of the body.

Country Western dance

A dance form that resulted from cowboy's spontaneous adaptations of traditional dance movements brought to the Old West by various immigrant populations.

Creative dance

The expression of inventiveness of a movement.

Creative games

Games invented by students.

Creative movement process

A combination of cognition and psychomotor skills in sequential movements that involve perceiving stimulus, exploring, selecting, combining, refining, and performing.

Critical skill elements

Key components of a skill that form the basis of the learning cues.

Cross training

The combination of two or more types of exercise in one workout or using different exercises alternately in successive workouts.

Curl

An action that flexes or bends the body or its parts.

D**Direction**

The ways the body can move in space (e.g., forward, backward, right, left, up, down, clockwise, counterclockwise).

Distress

Stress brought on by negative things (e.g., fear, anger, or confusion).

Dodging

Quickly maneuvering the body in a direction other than the original line of movement through the use of quick fakes, and twisting and stretching moves; keeping away from a moving person or object.

Drag

A force that acts to slow the motion of a moving body.

Dribble

A means of moving an object with a series of short taps with a body part (hand, foot) or a long-handled implement (hockey stick).

Dynamic balance

Maintaining an on-balance position while moving, starting, and stopping (e.g., jumping and landing, throwing and catching).

Dynamic game

Movement experiences designed to teach the use of basic skills, combinations of skills, and simple offensive and defensive strategies in a changing environment.

Dynamic stretching

Stretching done in a continuous, slow, and controlled manner.

E

Eccentric muscle contraction

A muscle's slow release of a contraction as it becomes longer; negative work.

Educational gymnastics

An approach to teaching gymnastics in which students are challenged to discover ways to solve teacher-generated tasks according to their own abilities. Foundational skills include rolling (weight transfer over adjacent body parts as in a forward roll); step-like actions (weight transfer using nonadjacent body parts as in a cartwheel); flight (weight transfer involving loss of contact with a supporting surface as in a jump); and balance (maintaining stillness over the smallest base possible as in a handstand).

Efficient movement

The skill performance of tasks that permits desired results to be obtained with the least strain and a minimal expenditure of energy.

Effort

In movement concepts, this refers to how the body moves and applying the concepts of time (fast, slow), force (strong, light), and flow (bound, free) to specific movement situations.

Elements of movement

What the body does, how the body moves, and where the body moves, alone and in relation to objects and people.

Endurance

The ability to perform continuous activity and to resist fatigue.

Equilibrium

A state involving a balance of all acting forces.

Ethnic dance

Traditional dances of other countries that reflect the country's original customs, rituals, and aspects of the daily lives of the common people who brought the dances to America.

Etiquette

A set of good manners and behaviors that is followed during participation in sport activities.

Eustress

Stress brought on by positive things.

Exercise

Planned, structured, and repetitive physical activity that results in the improvement of or maintenance of personal fitness.

Exercise physiology

The science that focuses on the effects of exercise and physical activity on the human body.

Exercise prescription

A personalized amount of exercise that promotes physical fitness.

F**Fair play**

Participating with integrity and with respect for teammates, opponents, officials, and rules.

Feedback

Information given about an individual's performance.

Fine-motor

Ability to perform efficiently small movements such as those required for playing jacks, juggling, writing, and keyboarding.

F.I.T.T.

The three ways to achieve overload in a physical fitness program – frequency, intensity, time; and type; a level of physical conditioning that is desirable and obtainable by everyone.

Fitness

The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

Fleeing

Traveling quickly away from a pursuing person or object.

Flexibility

The range of motion in a joint during movement.

Flow

The ability to combine movements smoothly.

Folk dance

Dance patterns of past cultures.

Force

The degree of effort or tension involved in a movement; something that causes a body to move or to change or stop its motion.

Free weights

Objects of varying weights that can be moved without restriction and used for weight lifting (e.g., barbells, dumbbells).

Frequency of exercise

The number of times per week that one intends to exercise.

Friction

A force that resists movement between two surfaces that are touching one another.

Fundamental motor pattern

The combination of critical motor skill elements for skillful execution of that skill.

Fundamental motor skill

Locomotor, nonlocomotor, and manipulative skills that form the foundation upon which other skills will be learned.

G**Gallop**

A sliding movement performed in a forward direction.

Game strategy

A plan to help a player or team know what to do and when to do it in game situations in order to achieve a goal.

General space

The area that is available for movement, defined by imposed or natural boundaries.

Goal

Something a person wants to achieve; may be short-term, intermediate, or long-term.

Gravity

A force that pulls things toward the center of the earth.

Gross-motor coordination

Movement and coordination of the large muscles of the body, mostly through locomotor activities. Gross-motor coordination develops prior to fine-motor

coordination.

Guided discovery

A teaching method in which students are led to discover correct responses to a series of teacher-generated questions, activities, or challenges.

H

Health-related fitness

Physical fitness primarily associated with disease prevention and functional health. Health-related fitness has five components; cardiorespiratory fitness, body composition, flexibility, muscular strength, and muscular endurance.

Health risk factors

Those factors associated with disease, disability, and premature death.

Heart rate

The number of times the heart beats per minute.

High-impact aerobics

Aerobic dance that includes jumping, bouncing, and running.

Hop

A locomotor movement in which the performer takes off on one foot and lands on the same foot.

I

Imagery

Visualizing a skill to improve performance.

Individualizing differences

Adapting a program to fit an individual's starting and developmental needs.

Inertia

The property of all matter that causes it to remain in a state of rest if at rest, or, if moving, to continue moving in a straight line at a constant speed, unless acted upon by a force.

Intensity

In a personal fitness prescription, the degree of vigor or the amount of effort expended during activity. In music, the loudness or softness of an accompaniment.

International folk dance

Ethnic/world/multi-cultural/national dances that include traditional steps and music of the country of origin and reflect the traditions, rituals, and lifestyles of the people.

Interpretive/Modern dance

A form of dance that breaks away from the rigid, codified, technical forms of ballet and encourages personal expression, improvisation, and extemporaneous movements.

Inverted balance

A balance in which the legs and feet are in the air.

Interval training

Alternating higher-intensity physical activities or exercises with rest periods.

Isokinetic exercise

An exercise done with special machines that allow for maximum resistance over the complete range of motion.

Isometric exercise

A contraction of the muscles that involves a push, pull, or twist against an unmovable object.

Isotonic exercise

A contraction of the muscles that involves both a shortening or lengthening of the muscle fibers.

J**Jump**

A locomotor movement in which the performer takes off on one or both feet and lands on two feet.

K**Kicking**

Striking a moving or stationary ball with the top, inside, or outside of the foot.

Kinesiology

The study of human movement from an anatomical and/or mechanical perspective.

Kinesthetic

A sense of location and place of body parts in body movements; knowing how it feels to perform a skill correctly.

Kinesthetic learning

Learning a new skill or technique by physically doing it.

L**Lead-up game**

A game with some of the skills, rules, and game elements of a team sport.

Leap

A locomotor skill in which the performer takes off from one foot and lands on the opposite foot.

Learning styles

The different ways people learn best.

Least restrictive environment

The environment in which a student can participate successfully and safely in as near a normal setting as possible.

Leisure activity

A physical activity, sport, or other experience that people participate in during their free time.

Level

Position of the body or its parts in relation to the floor, a person, or piece of equipment or apparatus.

Lifestyle

Daily choices one makes in regards to food choice, eating, and activities.

Lifetime activity

A physical activity, exercise, or sport that a person can participate in for long periods of time (years to decades).

Line dance

Dance of American origin performed to contemporary music in lines or scattered in general space without partners.

Locomotor skill

An element of movement; movement from place to place, such as walking, running, hopping, jumping, leaping, skipping, climbing, galloping, rolling, and sliding.

Low-impact aerobics

Aerobic dance that includes vigorous arm movements while keeping one foot in contact with the ground at all times.

Low organized games

Games that have simple rules and require little or no equipment or game strategies to play.

M**Mainstreaming**

Placing a disabled student in the least restrictive learning environment.

Manipulative skill

A movement done to or with objects such as throwing a beanbag; striking a soccer ball, softball, basketball, or shuttlecock; or catching a frisbee or football.

Maximum heart rate

The heart rate that should not be exceeded during exercise; found by subtracting one's age from 220.

Mechanical principle

A law of science that applies to movement (e.g., Newton's Laws of Motion).

Mental practice

Practice within the mind that uses the imagination to visualize movement activities.

Mimetic movements

Movements that imitate sport skills (e.g., striking, lifting, passing).

Mode

The type of activity or exercise a person can do.

Modified versions of games/sports

Activities in which rules, equipment used, number of players involved, playing area, and/or skills used have been changed in order to maximize learning/practice time.

Motor learning

Addresses the development of the locomotor, nonlocomotor, and manipulative skills. It also includes the concepts and principles related to the development and application of these skills, the understanding of the game design concept which uses many of these skills, and the ability of students to learn how to practice these skills on their own.

Motor skill

Any muscular activity, under voluntary control of the brain that is directed toward a specific objective.

Movement challenge

A movement problem posed that involves problem solving with a focus on the movement content.

Movement combinations

The arrangement of a series of motor movements into a sequence.

Movement concepts

The elements important in the study of human movement: body awareness, space, and qualities of movement, including force, balance, time, and flow.

Movement education

A student-centered approach to learning designed to help students develop an understanding of themselves as movers, the space in which to move, and the factors affecting efficient movement.

Multiple set method

A weight training strength program that uses the same amount of weight for each set until the person is fatigued.

Muscular endurance

The ability to meet the demands of long periods of exercising the muscles without excessive fatigue.

Muscular strength

The ability to produce force at high levels over a short time.

Muscular system

A body system in which there are three types of muscles – skeletal, smooth, and cardiac.

N**Negative workout method**

A weight-training strength program that uses very heavy weights at the end of a prescribed number of sets and repetitions.

Nonlocomotor skill (Non-manipulative skill)

An element of movement; movement that does not involve locomotion, such as bending, curling, holding, lifting, pulling, pushing, stretching, swinging, twisting, and turning. (Nonlocomotor and non-manipulative are used interchangeably throughout this document.)

Q

Open space

An area of the field or court that is free of another player.

Overhand throw

An object thrown above the level of the shoulder.

Overload principle

A basic principle of physical conditioning. According to the overload principle, in order to improve physical fitness, the body or specific muscles must be stressed. For example, for a skeletal muscle to increase in strength, the muscle must work against a heavier load than normal.

Overtraining

Exercising too much or being too active; overtraining may lead to overuse injuries.

P

Pathways

Routes of movement in space: straight, curved, zigzag or combinations of the three.

Performance assessment

Any type of assessment in which students create a response to a question. Examples include: short answer questions, essays, performances, oral presentations, demonstrations, exhibitions, or portfolios.

Perceptual-motor skills

Skills that indicate effective execution of movements dependent upon the establishment and refinement of sensory processes (kinesthetic, visual, auditory, or tactile) and motor activity. Perceptual motor skills depend upon the reception, interpretation, and response to either internal or external stimuli.

Personal activity log

A journal that is used to record a student's activity patterns and establish activity goals.

Personal fitness

The result of a way of life that includes living an active lifestyle, maintaining good or better levels of physical fitness, consuming a healthy diet, and practicing good health behaviors throughout life.

Personal fitness prescription

An exercise or physical activity plan that includes frequency, intensity, time/duration, mode, and other factors.

Physical education

Planned, sequential instruction that develops basic movement and sport skills, and promotes physical activity and fitness.

Physical fitness

A level of individual physical ability that allows a person to perform daily physical tasks effectively with enough energy reserves for recreational activities or unexpected physical challenges.

Physically active lifestyle

A way of living that regularly includes physical activity such as walking, climbing stairs, or participating in recreational games or sports.

Physically educated person

A person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates in physical activities, knows the implications and benefits of such activity; and values its contribution to wellness.

Physiology

A branch of science concerned with the functions of the body.

Plyometric training

Exercises that use bounding and jumping movements to increase a person's ability to develop the force needed in explosive movements more quickly.

Portfolio

A collection of student-prompted and unprompted work within the classroom, as well as the reflections of students, teachers, and others on this work. The folder may include standards' tasks or those self-selected, a variety of assessment results, or other information. The intent is to portray both the current level of the student and the progress of the student over time.

Power

The ability to move your body parts swiftly while at the same time applying the maximum force of your muscles.

Practice

The repetition of an action regularly to improve performance of a skill.

Principle of progression

A principle of training which dictates that overload should be increased gradually

Principle of specificity

The principle that the exercise training effect is specific to those muscles involved in the activity.

Proficient

Being able to perform an age-appropriate motor skill or combination of motor skills on an advanced level successfully.

Progression

Gradual increase in exercise or activity over a period of time in order to overload the muscle.

Pyramid training

A weight-training strength program for the large muscle groups that starts by using light weights during the first set and then increases the amount of weight and decreases the number of repetitions with each following set.

Pulling

Directing a force or object toward the body or base of support.

Pulse

The regular contracting and relaxing of the walls of the arteries caused by contraction of the heart.

Punching

Striking an object with the fist.

Punt

A kick performed by dropping the ball and contacting it on the top part of the foot before it hits the ground.

Pushing

Directing a force or object away from the body or base of support.

Q**Qualities of movement**

Factors affecting efficient movement, such as, force, speed, time, and flow.

R

Reaction time

The time it takes to respond to what a person can hear, see, or feel.

Ready position

A body position in which the weight is on the balls of the feet that allows the person to easily move in any direction in reaction to ball or player movement.

Recovery heart rate

The heart rate 10 minutes after vigorous exercise.

Refining

Those phases of learning in which skills are mastered and concepts well understood; ends in habituation of motor skills.

Regularity

Engaging in activity on a routine schedule.

Relationship

In movement concepts, this refers to with whom and/or what the body relates, the position of the performer to the apparatus or other performers (e.g., above/below, leading/following, symmetrical/asymmetrical).

Repetition

A single performance of a movement or exercise.

Resistance

The amount of weight that is lifted in strength training.

Respiratory system

The system of the body which involves breathing air in and supplying oxygen to the body via the blood.

Resting heart rate

The number of heart beats per minute when a person is at rest.

Rhythmic activities

Locomotor or nonlocomotor movements performed to a musical or nonmusical beat or tempo and may include the use of manipulatives (e.g., balls, scarves, hoops, rhythm sticks, streamers).

Rhythmic skill

A motor movement that is performed to a beat (music, song, or rhyme).

Rolling

A movement made by turning around the horizontal axis of the body.

Rotation

The turning of a body part about its long axis.

Rubric

A scale of criteria that explains in detail the possible levels of performance for a task.

Run

A transfer of weight from one foot to the other with a momentary loss of contact with the floor or ground by both feet, similar to walking except for a longer stride.

S**Self-space**

The area of space the body occupies and that space within the body's natural extensions; personal space.

Sets

Number of groups of repetitions in which a resistance exercise is done.

Shapes

The relationships of body parts (e.g., round, narrow, wide, twisted, symmetrical, asymmetrical).

Sidearm throw

An object thrown by extending the arm to the side and parallel to the ground.

Skill game

A game in which the primary purpose is the practice of a motor skill.

Skill-related fitness

The parts of fitness needed to perform successfully during games and sports; also called performance fitness. Skill-related fitness has six components: agility, balance, coordination, power, speed, and reaction time.

Skill themes

All the basic skills needed to participate in sports, recreational, and rhythmic activities.

Skip

A step-hop combination executed in an uneven rhythm alternating the lead foot.

Slide

A step sideways with one foot, then a pull or drag of the other foot beside it (step-close, step-close).

Social dance

Ballroom dance (e.g., fox trot, waltz, cha-cha, swing, salsa, etc.) in which the partners may maintain contact and follow set patterns and rhythms.

Spatial awareness

An element of movement; being aware of personal and general space, directions, pathways, levels, and planes.

Specificity

Exercising a specific part of the body.

Speed

The ability to move the body or parts of the body at different rates (e.g., fast, slow, speeding up, slowing down); the time it takes to move a specific distance.

Split workout

A weight-training workout schedule in which a person does not work each muscle group at each workout session but, instead, exercises one-half of the body at each session.

Sport-like behavior

Conduct becoming a sportsperson, including respecting rules and authority, playing fair, working with others in a group, being a good competitor, and accepting winning and losing in a socially acceptable manner.

Sport-specific motor skills

Motor skills specific to a particular activity, such as square dance – do-si-do; soccer – heading; aquatics – front crawl; basketball – chest pass.

Square dance

Dances of American origin executed in a four-couple set.

Static balance

Maintaining balance while stationary.

Static stretching

A gradual, slow stretch held for a short time (10-60 seconds).

Step-like actions

Actions that involve weight transfer onto and off of body parts that are not directly connected (e.g., running, hopping, jumping, cartwheel, round-off).

Stress

The physical or psychological responses of the body that occur as a result of adapting or coping with positive or negative situations.

Stressor

An event, situation, or activity that causes stress.

Stretching

An extension of the body's joints.

Striking

Hitting an object with body parts (head, hands, feet, arms, knees), long-handled implements (bats, golf clubs, hockey sticks), or short-handled implements (rackets, paddles); a skill theme.

Striking skills

Kicking, punting, dribbling, volleying, batting, and swinging a racquet, club, or stick.

Standard

Broad goals for student learning that describe what students should know and be able to do in a specific content area.

Swing

A smooth, rhythmic, circular or pendular movement of the arms, legs, upper body, head, or body as a whole around a stationary center.

T**Tapping**

Pushing a ball upward with one hand or foot.

Target heart rate (THR)

Range of high and low heart beats per minute while exercising; between 60 and 90 percent of the difference between resting heart rate and maximum heart rate.

Target heart rate zone

The recommended intensity for aerobic conditioning; estimated to be between 60 and 90 percent of one's predicted maximum heart rate.

Task cards

Instructions or challenges written on cards.

Teaching cue

A short phrase that calls the students' attention to the key components of a skill.

Teamwork

The ability of all people in a group to work together cooperatively to reach a goal.

Tempo

The rate of speed of music or movement.

Throwing

The use of one or two arms to move an object through the air or on the ground in an overhand, sidearm, or underhand motion; a skill theme.

Time

Speed at which a movement is performed; how long a person exercises.

Tracking

The ability to follow a moving object and judge its speed and distance.

Transfer of learning

The effect previous learning and motor experiences has on the new learning of motor skills. In positive transfer of learning, old learning facilitates new learning (e.g., passing ahead of the receiver in flag football and field hockey). In negative transfer of learning, old learning interferes with new learning (e.g., learning badminton, which requires a flexible wrist after learning tennis, which requires a firm wrist).

Transfer of weight

Changing the center of gravity beyond its base of support creates movement (rolling, locomotor skills) and/or generates force (hitting a baseball or golf ball, throwing a ball).

Traveling

Moving in a variety of directions by transferring weight from one body part to another (walking, running, leaping, jumping, hopping, skipping, sliding, galloping).

Turning

A partial or total rotation of the body with a shift in the base of support that causes a change in the direction of the motion.

Twisting

A movement in which one part of the body is held stationary and the rest of the body is turned away from the fixed position (e.g., twisting the trunk to the side and back).

U

Underhand throw

An object thrown from below the shoulder and elbow.

V

Volleying

Hitting an object with a variety of body parts (hands, arms, head, feet, knees) or hitting a ball with a short-handled implement before it bounces.

W

Walk

A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.

Warm-up

A brief (5 to 15 min.) period of exercise that precedes the workout. The purpose of the warm-up is to elevate muscle temperature and increase blood flow to those muscles that will be engaged in the workout.

Weight machines

A system of cables and pulleys designed for the movement of weights as used in weight training exercises.

Weight training

A conditioning program that uses weights or other resistance equipment to help increase muscular strength, endurance, and power and to tone the body.

Weight training circuit

A specific sequence of weight-training exercises.

Weight transfer

Shifting the body weight within or beyond its base of support and returning to a balanced state.

Wellness

The attainment and maintenance of moderate to high levels of physical, intellectual, emotional, spiritual, and social fitness.

Internet Sites

Organizations

AAHPERD

<http://www.aahperd.org>

The American Alliance for Health, Physical Education, Recreation, and Dance's Web site provides information for physical educators on health and fitness promotion, including the National Standards.

American Cancer Society

<http://cancer.org>

This site is an excellent resource for information about cancer and cancer-related topics, including sun protection.

American College of Sports Medicine

<http://www.acsm.org/sportsmed>

This site focuses on the promotion of physical activity and is a good source for exercise science- and sports medicine-related information.

American Council On Exercise

<http://www.acefitness.org/>

The American Council on Exercise (ACE) is a nonprofit organization committed to promoting active, healthy lifestyles and their positive effects on the mind, body and spirit. A link is provided for Fit Facts and Health Tips.

American Heart Association

<http://www.americanheart.org>

This site provides information about American Heart Association programs including, CPR, Hoops for Heart, and Jump Rope for Heart, as well as health information about heart disease and related topics.

American Red Cross

<http://www.redcross.org>

This site is a good resource for CPR, first aid, water safety, boating safety, sun safety, hiking and camping safety, and learn to swim program information.

American Running Association

<http://www.americanrunning.org/>

The American Running Association was founded by running doctors to help more people benefit from a running lifestyle. Information is available about running and walking programs.

Centers for Disease Control

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

The CDC is the leading federal agency for protecting health and safety of people. For physical activity topics, click on Health Topics A-Z

Fitnessgram

<http://www.cooperinst.org>

This site provides teachers with information about the Fitnessgram health-related fitness test. Teachers can order test-related materials and fitness books/materials, ask questions via e-mail, and learn about the Cooper Institute.

KidsHealth

<http://kidshealth.org>

This site provides parents, kids, and teens with health information on numerous topics, including the benefits of physical activity.

National PTA

<http://www.pta.org>

This site contains information related to children's health and safety issues, including playground and sport safety and sun protection.

President's Challenge

<http://www.indiana.edu/~preschal>

This site features information (test administration, qualifying standards, how to order awards) about the Presidential Physical Fitness Test.

President's Council on Physical Fitness and Sports (PCPFS)

<http://www.fitness.gov>

This site provides information and guidelines for the Presidential Physical Fitness Award Program.

Southern District of AAHPRED

<http://www.aahperd.org/SDA/main.html>

The Southern District's Web site includes information about programs, conferences, publications, resources, and other health and physical education information of interest that affects the region.

US Olympic Committee

<http://www.usoc.org>

The official site of the United States Olympic teams.

VAHPERD

<http://www.vahperd.org>

VAHPERD's Web site provides information about upcoming events, conferences and workshops, professional resources, and other information of interest concerning health and physical education in the Commonwealth of Virginia.

Physical Education Teacher Resources

Adapted physical education section of the Anchorage School District:

<http://www.asd.k12.ak.us/Depts/ape/>

This site offers a "Photo Gallery of Adapted Equipment", "Teaching Strategies", "Adaptations", and provides an opportunity to "Contact Us".

Anatomy Online

<http://www.innerbody.com/htm/body.html>

Anatomy Online provides illustrations, descriptions and animations of various body systems. The text would be challenging at the elementary level, a school source for secondary students.

Ancient Olympics

<http://www.perseus.tufts.edu/Olympics>

This site contains information about the ancient and modern Olympic sports. A tour of ancient Olympia, an explanation of the context in which the games were held and the Olympic spirit, and biographies of the great athletes of the time are included.

Artslynx International Dance Resources

<http://www.artslynx.org/dance/>

The Dance pages from Artslynx allow users to easily navigate to the many amazing dance link libraries available online.

Ask Eric

http://ericir.syr.edu/cgi-bin/print.cgi/Resources/Subjects/Physical_Education.html

This site provides lesson plans and links to other physicaleducation-related Web sites.

A to Z Teacher Stuff

http://www.lessonplanz.com/Lesson_Plans/Physical_Education/index.shtml

This site provides many physical education lesson ideas.

Awesome Library

http://www.awesomelibrary.org/classroom/Health_PE/P

This site provides numerous links to lesson plans, fitness, sport, and other physical education related Web sites.

Ayden Elementary School (John Williams)

<http://schools.eastnet.ecu/pitt/ayden/physed.htm>

This site includes lesson plan ideas, links to other physical education Web sites,

Baltimore County Public Schools

http://www.bcps.org/offices/health_pe/adapted

This site highlights a section of frequently asked questions pertaining to adapted physical education and provides numerous links to organizations associated with various medical conditions.

Big Chalk - Homework Central

<http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/db/hwchelp/whatis.html>

This site provides a free directory of educational Web sites for elementary, middle, and high school students and teachers on fitness, safety, health issues, first aid, sports (rules, history, sports science), and rescue.

CATCH (Coordinated Approach to Child Health)

<http://www.sph.uth.tmc.edu/chppr/catch/default.htm>

This Web site provides an introduction to the components CATCH program (health education, physical education, nutrition, parent involvement). Also included is one week of free lesson plans that the teacher can create by combining 1 warm-up card, 1 go fitness card, 1 go activity card, and 1 cool-down card.

Ed Helper

<http://www.edhelper.com/cat227.htm>

This site is a good source of information on the integration of PE with academic subjects.

Education World

http://www.education-world.com/pe_health/

Game Central Station

<http://www.gamecentralstation.com/gcshome.asp>

This site provides instructions for hundreds of games, preschool through 12th grade, and links to other physical education Web sites.

Games Kids Play

<http://www.gameskidsplay.net>

This site includes the instructions to many popular games and activities.

History of Physical Education

<http://schools.eastnet.ecu.edu/pitt/ayden/hist/history.html>

This site provides historical information about sports and games, people who had an influence on physical education (e.g., Jahn, Pestalozzi, etc.), games from different decades, a sport and physical education timeline, and links to other history of physical education sites.

Joe Paslov's Physical Education Lesson Plans #1 and Lesson Plans #2

<http://members.tripod.com~pazz/lesson.html>

<http://www.geocities.com/colosseum/3332/index.html>

These sites provide hundreds of lesson ideas contributed by physical education teachers from all over the world.

Kathy Schrock's Guide for Educators

<http://school.discovery.com/schrockguide/>

This site provides health, PE, fitness, medicine, and technology information and lesson ideas, as well as useful features such as clip art and puzzle maker.

Mom's Guide to Sports

<http://www.momsguide.com>

This site provides good, basic information about skills, rules, terminology, equipment, game strategies, player positions, and history for many sports.

PE Central

<http://pecentral.vt.edu>

This site provides lesson, assessment, classroom management, and adapted physical education ideas, as well as instructional resources and links to other physical education sites.

PE 4 Life

www.pe4life.org

This site provides teachers with valuable information to help support physical education – PEP grant writing, research articles, links to other physical education-related sites.

PE Links 4 U

www.pelinks4u.org

This site provides information related to adapted PE, elementary and secondary PE, interdisciplinary PE, technology uses in PE, and links to other PE-related Web sites.

PE Zone

<http://reach.ucf.edu/~pezzone>

This site, maintained by the University of Central Florida, features dance and rhythms, games, gymnastics, and movement education lesson and activity ideas and technology information.

Project Inspire

http://www7.twu.edu/~f_huettig

This is a comprehensive adapted physical education site.

Special Olympics

<http://specialed.about.com/cs/pespecialolympics/>

This site provides information about the legal components of special education, various disorders, and adaptations to playing various sports.

Sport for All

<http://www.sportforall.net/>

Sport for All is a program created jointly by NASPE, Sports Time, and Human Kinetics that provides developmentally appropriate uses of sport-related skills for children (ages 3 to 10) to help them enjoy participation in sport- and health-related physical activities.

Sport Science

<http://www.exploritorium.edu/sports/index.html>

This site includes information on the principles of science as they apply to many sports (e.g., baseball, cycling, skateboarding, rock climbing).

Sports Media

<http://sports-media.org>

This site provides hundreds of PE lesson plans for various games and sports, professional articles, book reviews, and links to physical educators and other PE-related Web sites.

Susan's Physical Education, Health, and Sports site

<http://www.hccanet.org/patricks/>

This site contains elementary lesson ideas and links to other physical education Web sites (sports, field days, kids stuff, activities).

Step Aerobics

<http://turnstep.com>

This Web site provides instruction for basic and advanced step aerobic patterns (some of the illustrations are animated). There is a section on adaptive aerobics.

Teach-nology:

http://www.teach-nology.com/teachers/lesson_plans/physical_ed

This site offers links to other physical education sites, in-depth unit plans, nearly 100 ready-to-use lesson plans, and the identification of critical elements for various fundamental motor skills. In addition, this site has a page dedicated to "field days", "behavior management", "Olympics" and "warm-ups".

Ultimate Players Association

<http://www.upa.org/>

This site provides drills, rules and skills to play Ultimate. The Ultimate Players Association (UPA) is a player run, not-for-profit organization based in Colorado Springs, Colorado.

Unit plans

<http://pelinks4u.org/links/unitplans.htm>

This site, developed by physical education majors at Central Washington University, provides numerous unit plans, some better than others.

The Virtual Library of Sport

<http://www.sportsvl.com>

This site contains a "Sport Dictionary A to Z" that provides links to Web sites that contain information (history, rules, equipment needs, outstanding players, etc.) about hundreds of sports and recreational pursuits.

WEBQUESTS

A Webquest is a lesson, or series of lessons, published to the Internet and available for students to use online. Webquest requires students to use the Internet to answer questions or gather information.

Webquest Information

Bernie Dodge - Webquest Innovator

<http://edweb.sdsu.edu/people/bdodge/bdodge.html>

Tom March - Webquest Innovator

http://www.ozline.com/ozline_story/tmarch.html

Webquest Overview

http://ebweb.sdsu.edu/courses/EDTEC596/About_WebQuests.html

Filamentality - Webquest Links

<http://www.kn.pacbell.com/wired/fil/>

Webquest for Teachers

Internet Projects in the curriculum

<http://topcat.bridgew.edu/~kschrockED560/tardie/intproj.htm>

Lesson Plan Webquest

<http://www.shastalink.k12.ca.us/webquest/webquest.html>

Making a Webquest

<http://www.plainfield.k12.in.us/hschool/webq/webq2/webles~1.htm>

Webquest for Educators

<http://topcat.bridgew.edu/~kschrock/ED560/mclaughlin/webhome.htm>

Health/PE Webquests

Quantum Fitness

<http://www.plainfield.k12.in.us/hschool/webq/webq34/jane.htm>

Personal Trainer

<http://www.itdc.sbcss.k12.ca.us/curriculum/personaltrainer.html>

Key Concepts

Scientific Areas of Study

Anatomy - the science of the structure of organisms, such as the human body, and the interrelations of all parts.

Biomechanics - a branch of physics that analyzes motion and the action of forces on material bodies, including static, kinetics, and kinematics.

Motor Development - maturation of the neuromuscular mechanism, which permits progressive performance in motor skills.

Motor Learning - the study of various factors, which affect learning and performance of skills used in sports and activities (practice, repetition and feedback).

Physiology - the study of the proper functioning of an organism; the science that includes the processes and mechanisms by which living animals and plants function under varied conditions.

Movement Skill Learning

Extension - a task that adds complexity or difficulty to the prior task.

Refinement - develops qualitative aspects of the previous extending task.

Application - a competitive, self-testing, or performance focus of the task.

Movement Framework/Concepts - involves learning "how, where, and with what" the body moves.

Body - movements include parts of the body as well as total body actions.

Space - where the body moves.

Directions - include forward, backward, diagonally, sideward, up, down, and various pathways.

Levels - high, medium, and low heights.

Ranges - body shapes, spaces, and extensions.

Effort - how the body moves.

Force - how strong or light, with varying degrees.

Time - how fast or slow, sustained or sudden, with varying degrees.

Flow - whether the movement is free or bound, with varying degrees.

Relationships - the movements with objects and/or people.

Physiological Principles

Aerobic: exercise that requires oxygen to produce energy.

Aerobic strength: enables muscles to continue moving for long periods of time without fatigue.

Anaerobic: high intensity, short-term activities that do not utilize oxygen for energy.

Calorie: a unit to measure heat energy derived from food.

Cardio: heart

Glucose: blood sugar, the main source of energy for the human body.

Imagery - visualizing a skill to improve performance

Joint: where two bones meet.

Ligaments: tissues that hold bones together

PNF (Proprioceptive Neuromuscular Facilitation): a technique that involves fatiguing a muscle group through contracting and then stretching the muscle.

Respiratory: function of the lungs in breathing.

Tendons: tissues that attach muscles to bones.

Wellness - a concept that suggests that all aspects of a person's life are balanced. In addition, wellness implies that a person will be active and free from disease

Principles of Weight Training

Weight Training - a form of fitness training that usually includes working with four variables:

- amount of resistance (weight) per lift;
- number of repetitions of each lift (set);
- number of sets per workout; and
- number of workouts per week.

Overload: demanding more than the usual effort of your muscles.

Power/Strength: enables muscles to lift and hold a very heavy weight.

Rep: a single performance of a movement or exercise.

Resistance: the amount of weight that is lifted in strength training.

Sets: number of groups of repetitions in which a resistance exercise is done.

Types of Muscular Contractions

Concentric - involving shortening or coming together of a tensed muscle (in a description of a muscle contraction).

Eccentric - involving lengthening or moving apart of a tensed muscle (in a description of muscle contraction).

Extensor: a muscle that extends or bends some part of the body (ex., a flexed arm or leg).

Flexor: a muscle that bends a limb, or other part of the body

Isometric - involving no change in the length of a tensed muscle.

Isotonic - a contraction involving movement where muscle tension remains the same.

Isokinetic - a constant-speed contraction.

Ballistic stretch: bouncing or even pulsing initiates the stretch reflex and causes a contraction. It also causes soreness in muscles.

Static stretching: a gradual stretch held for a short time of 10 to 30 seconds.

Biomechanical Principles

Biomechanics - a branch of physics that analyzes motion and the action of forces on material bodies, including static, kinetics, and kinematics.

Center of Gravity - a unique point around which a body's weight is balanced at a given time.

Equilibrium - a state involving a balance of all acting forces and torque; net force and net torque are zero.

Balance - the ability to maintain one's equilibrium in relation to the force of gravity.

Static balance - the ability to maintain one's equilibrium in a fixed position.

Dynamic balance - the ability to maintain one's equilibrium while the body is in motion.

Principles of Resistance

Drag - a force that acts to slow the motion of a body moving through a fluid.

Force - a push or a pull in a linear direction.

Friction - force acting at the interface of bodies in contact that oppose the direction of motion.

Gravity - a force accelerating all bodies vertically toward the surface of the earth at about 9.8 m/s².

Inertia - resistance to change in state of motion.

Moment of inertia - resistance to rotational motion.

Principles of Force, Spin and Rotation

Linear velocity - the speed at which an object travels in a line.

Lift - a fluid force directed perpendicular to the relative fluid flow.

Magnus effect - a fluid force that causes a regularly shaped curve in the trajectory of a spinning object.

Moment arm - shortest distance between a force's line of action and the center of rotation of the body acted upon.

Net force - the single force resulting from the vector addition of all forces acting on a body at a given time.

Projectile - an object in free-fall subject only to the forces of gravity and air resistance.

Radius of rotation - distance from the center of rotation to a point of interest on the rotating body.

Reaction force - force generated by a body in response to a force acting upon it, equal in size and opposite in direction to the original force.

Rotational force - is called torque.

Tension - a pulling force.

Principles of Fitness Training and Exercise

Principle of Overload - increasing the amount of work done or reducing the period of time in which the same amount of work is accomplished.

Principle of Progression - based on the concept that overload of a specific muscle group must be increased systematically over time; graduated increases in time (duration) and intensity of exercise.

Principle of Specificity - the improvement in the various aspects of fitness specific to the type of training and to the muscles being exercised.

Principle of Individuality - each student improves in level of fitness at one's own individual rate.