



THE ANGLO-AMERICAN SCHOOL OF MOSCOW

K-12 Physical Education

The Physical Education curriculum is designed to encourage a commitment to a lifelong healthy lifestyle. Our program promotes personal, social, intellectual, mental and physical well-being through a breadth of team-oriented and individual activities. Consistent participation in Physical Education enhances self-confidence, creativity, tolerance, self-esteem, leadership, body awareness and skills. The Anglo-American School of Moscow Physical Education program fosters personal responsibility, positive social skills and fair play within a safe learning environment.

IN THE ELEMENTARY SCHOOL

Physical Education in Elementary School provides all children with a solid foundation of fundamental movement skills in which the IB Learner Profile and attitudes are embraced. This is achieved in an inquiry based learning context that allows the joys and satisfactions of movement to permeate the class experience where the conceptual understandings are applied by students. The objective is to produce a learner who is confident and appreciates his or her individual capacities to discover and master new ways of pursuing a healthy and active lifestyle.

IN THE MIDDLE SCHOOL

Physical Education in Middle School strives to expose students to a variety of activities designed to promote an enjoyment of physical activity, positive social interactions and the development of a healthy lifestyle. Our aim is that this appreciation of activity will be continued throughout the life of each student.

IN THE HIGH SCHOOL

Physical Education in High School is a two-year program that promotes the pursuit of health and active living through participation in a variety of activities that have the potential to engage students' interest throughout their lives. This is achieved in a learning context that emphasizes a concept based approach, placing value of personal fitness and teaching games for understanding.

The Anglo-American School of Moscow



Physical Education Standards and Benchmarks

THE ANGLO-AMERICAN SCHOOL OF MOSCOW

Learning Outcomes (Standards and Benchmarks)

CONTENT AND PERFORMANCE STANDARDS

At the Anglo-American School of Moscow, our curriculum standards represent an overview of essential school learning for all students. Standards are broad statements of what students should know and be able to do. Different types of standards address various aspects important to learning.

CONTENT STANDARDS

Content standards cover what students are to learn in various subject areas, such as mathematics and science. Each discipline has identified a core of learning outcomes desired for all students.

PERFORMANCE STANDARDS OR *BENCHMARKS*

Performance standards –or *benchmarks* as they are referred to at AAS - are developmentally appropriate components of standards. They are written for each grade and state the knowledge and skills to be acquired by the end of that grade or group of grades. To provide a clearer understanding of what specific skills are taught at a grade level, certain benchmarks include descriptors or examples.

Benchmarks are the knowledge and skills that teachers can assess, and on which student learning progress can be reported. While the ultimate learning goal for students is to attain deep understandings of the issues and content they study, we recognize that understanding itself is difficult to measure and we depend on the measures of knowledge and skills combined with student reflection or ultimate performance.

GUARANTEED AND VIABLE CURRICULUM

A guaranteed curriculum means that we provide the opportunity and support for all students to learn what we have identified as core learning outcomes. Viable means we have identified that which is actually able to be achieved within the time frame of students' Pk-12 journey. We provide learning extension for all students ready and able to exceed the general curriculum, but we organize so that we can ensure all students make adequate progress in the guaranteed curriculum.

In order to ensure the curriculum is guaranteed, viable, and relevant to students' lives, teachers review the benchmarks on a continuous basis and use them to design instruction (and when appropriate – remediation or extension) for students.

AAS teachers develop unit plans aligned with the standards and grade level benchmarks. Unit plans are documents for teacher use that outline the specific content, skills, assessments and resources used in all AAS classrooms. We organize these standards, benchmarks, and instructional units in the resource tool of Rubicon Atlas.

The standards and benchmarks are available on the school website under *academics* at www.aas.ru

What is Not Covered by Standards (adopted from Common Core Standards, 2011)

The Standards should be recognized for what they are not as well as for what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. AAS graduates are expected to meet the IBO learning objectives for each course in which they are enrolled.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs.
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

6. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.

PHYSICAL EDUCATION AT AAS

Philosophy

The Physical Education curriculum is designed to encourage a commitment to a life-long, healthy lifestyle by promoting personal, social, intellectual, mental and physical well-being. Through regular participation in Physical Education, students develop self-confidence and skills within a safe environment. Moreover, students develop creativity, tolerance, self-esteem, leadership and body awareness in this balanced program. Students at Anglo-American School of Moscow advance at a pace that both challenges them and enhances their own personal development. Through team-oriented as well as individual activities drawn from a variety of cultures, the Physical Education program is designed to foster personal responsibility, positive social skills and sportsmanship.

Rationale

Physical activity is vital to all aspects of normal growth and development and the benefits are widely recognized. Students need to be encouraged to develop knowledge, skills and attitudes that lead to active, healthy lifestyles. Schools and teachers are prime facilitators in providing opportunities to develop the desire for lifelong participation in physical activity.

Areas of Activity

Students are given the opportunity to acquire knowledge, skills and understanding in each of the following areas of activity. Each standard is addressed through all of these areas of activity.

Movement

- Acquire skill through a variety of developmentally appropriate locomotor and non-locomotor activities, e.g. dance, and gymnastics.
- Create, practice and perform sequences of movement.

Games

- Acquire skill through a variety of developmentally appropriate movement activities, e.g. invasion, net, striking and fielding, dodging and chasing games.
- Apply strategies and tactics.
- Developing teamwork and fair play within a recreational environment.

Leisure Activities

- Acquire skill through a variety of developmentally appropriate activities in alternative environments, e.g. aquatics, orienteering, skating, tennis, weight training.

Health and Fitness

- Acquire knowledge and skill through a variety of developmentally appropriate health activities, e.g. fitness and training.
- Understand, experience and appreciate the health benefits that result from physical activity.

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Standard 2: The learner will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The learner will exhibit responsible personal and social behavior that respects self and others.

Standard 5: The learner will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Perform locomotor skills while maintaining balance. 2. Hop on the preferred foot 3 consecutive hops, moving forward. 3. Perform jumping/landing actions with good balance. 4. Perform locomotor skills in response to teacher-led creative dance. 5. Maintain momentary stillness on different bases of support. 6. Form wide, narrow, curled and twisted body shapes. 7. Roll sideways in a narrow body shape. 8. Contrast the actions of curling and stretching. 9. Throw underhand with opposite foot forward. 10. Drop a ball and catch it before it bounces twice. 11. Catch a large ball tossed by a skilled thrower. 	<ol style="list-style-type: none"> 1. Hop, gallop, jog and slide using a mature pattern. 2. Demonstrate 2 of the 5 critical elements for jumping and landing in a horizontal plane using two foot take-offs and landings. 3. Demonstrate 2 of the 5 critical elements for jumping and landing in a vertical plane. 4. Combine locomotor and non-locomotor skills in teacher-designed creative dance. 5. Maintain stillness on different bases of support with different body shapes. 6. Roll with either a narrow or curled body shape. 7. Demonstrate/ differentiate among twisting, curling, stretching, bending actions. 8. Throw underhand, demonstrating 2 of the 5 critical elements of a mature pattern. 9. Catch a soft object from a self-toss before it bounces. 	<ol style="list-style-type: none"> 1. Skip using a mature pattern. 2. Differentiate between jogging and sprinting. 3. Demonstrate 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one and two foot take-offs and landings. 4. Demonstrate 4 of the 5 critical elements for jumping and landing in a vertical plane. 5. Perform a teacher/student designed rhythmic activity with correct response to simple rhythms. 6. Balance on different bases of support, combining levels and shapes. 7. Balance in an inverted position*with stillness and supportive base. 8. Transfer weight from feet to different body parts/bases of support for balances and/or travel. 9. Roll in different directions with either a narrow or curled body shape.

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Kindergarten	Grade 1	Grade 2
<p>12. Dribble a ball with one hand, attempting the second contact.</p> <p>13. Kick a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.</p> <p>14. Volley a lightweight object (balloon), sending it upward.</p> <p>15. Strike a lightweight object with a paddle/short handled racket.</p> <p>16. Execute a single jump with self- turned rope.</p> <p>17. Jump a long rope with teacher-assisted turning.</p>	<p>10. Catch various sizes of balls self-tossed/tossed by a skilled thrower.</p> <p>11. Dribble continuously in self-space, using the dominant hand.</p> <p>12. Tap/dribble a ball using inside of feet while walking in general space.</p> <p>13. Approach a stationary ball and kick it forward, demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>14. Volley an object with an open palm, sending it upward.</p> <p>15. Strike a ball with a short-handled implement sending it upward.</p> <p>16. Demonstrate consecutive jumps forward or backward from a self-turned rope.</p> <p>17. Demonstrate jumping with a long rope up to 5times consecutively with teacher-assisted turning.</p>	<p>10. Combine balances and transfers into a three-part sequence, i.e., dance or gymnastics.</p> <p>11. Throw underhand using a mature pattern.</p> <p>12. Throw over arm demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>13. Catch a self-tossed or quality thrown large ball with hands, not trapping or cradling against the body.</p> <p>14. Dribble in self-space with preferred hand demonstrating a mature pattern.</p> <p>15. Dribble and walk in general space, using the dominant hand.</p> <p>16. Dribble with the feet in general space with control of ball and body.</p> <p>17. Use a continuous running approach and kick a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.</p> <p>18. Volley an object upward with consecutive hits.</p> <p>19. Strike an object upward with a short-handled implement, consecutive hits.</p>

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Kindergarten	Grade 1	Grade 2
		<p>20. Strike a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.</p> <p>21. Demonstrate consecutive forward and backward jumping from a self-turned rope, mature pattern.</p> <p>22. Demonstrate jumping with a long rope 5 times consecutively with student turners.</p>

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none"> 1. Leap using a mature pattern. 2. Differentiate between sprinting and running for distance. 3. Jump and land in the horizontal and vertical planes using a mature pattern. 4. Demonstrate designated developmentally appropriate dance steps and movement patterns. 5. Demonstrate a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. 6. Balance on different bases of support, demonstrating muscular tension and extensions of free body parts. 7. Transfer weight from feet to hands for momentary weight support. 8. Move into and out of gymnastics balances with curling, twisting, and stretching actions. 9. Combine balance and weight transfers with movement concepts to create and perform a dance. 10. Throw underhand to a partner or target with reasonable accuracy. 	<ol style="list-style-type: none"> 1. Use various locomotor skills in a variety of games, dances, and educational gymnastics experiences. 2. Run for distance using a mature pattern. 3. Use spring and step take-offs and landings specific to gymnastics and games experiences. 4. Combine locomotors, movement patterns, and dance steps to create and perform a new dance. 5. Combine traveling with manipulative skills of dribbling, throwing, catching, striking in teacher and/or student designed small-sided games environments. 6. Balance on different bases of support on apparatus, demonstrating levels and shapes. 7. Transfer weight from feet to hands varying speed and using large extensions, e.g. mule kick, handstand, cartwheel. 8. Move into and out of balances on apparatus with curling, twisting, and stretching actions. 	<ol style="list-style-type: none"> 1. Demonstrate mature patterns of locomotor skills in dynamic games environments, in gymnastics, and in dance. 2. Combine locomotor and manipulative skills in a variety of game forms. 3. Combine traveling with manipulative skills for execution to a target, e.g., scoring in soccer, hockey and basketball. 4. Combine jumping and landing patterns with locomotors and manipulative skills in dance, games and gymnastics. 5. Demonstrate combinations of locomotor skills in specific dances, with correct rhythm and pattern. 6. Combine balance and transferring weight in a gymnastics sequence with a partner. 7. Perform curling, twisting, stretching actions with correct application in games tactics, gymnastics. 8. Combine locomotors and movement concepts to create and perform a group dance.

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Grade 3	Grade 4	Grade 5
<p>11. Throw overarm, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments, for distance and/or force.</p> <p>12. Catch a gently tossed hand-sized ball from a partner, demonstrating 3 of 4 critical elements of a mature pattern.</p> <p>13. Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.</p> <p>14. Dribble with the feet in general space at slow to moderate jogging speed with control of ball and body.</p> <p>15. 15. Receive and pass a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.</p> <p>16. Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating 3 of the 5 critical elements of a mature pattern for each.</p> <p>17. Use a continuous running approach and kick a stationary ball for accuracy.</p>	<p>9. Combine locomotors and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.</p> <p>10. Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment/apparatus.</p> <p>11. Throw overarm using a mature pattern in non-dynamic environments.</p> <p>12. Throw overarm to a partner or at a target with accuracy at a reasonable distance.</p> <p>13. Throw to a moving partner with reasonable accuracy in a non-dynamic environment.</p> <p>14. Catch a thrown ball, above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment.</p> <p>15. Dribble in self-space with both the preferred and the non-preferred hand using a mature pattern.</p>	<p>9. Combine actions, balances, and transferring weight to create a gymnastics sequence with a partner on equipment/apparatus.</p> <p>10. Throw (underhand and overarm) using a mature pattern in non-dynamic environments with different sizes and types of objects.</p> <p>11. Throw to a large target with accuracy, both underhand and overarm.</p> <p>12. Throw with accuracy, both partners moving.</p> <p>13. Throw with reasonable accuracy in dynamic, small-sided games environments (2 vs 1, 3 vs 2).</p> <p>14. Catch a batted ball, above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment.</p> <p>15. Catch with accuracy, both partners moving.</p> <p>16. Catch with reasonable accuracy in dynamic, small-sided games environments (2 vs 1, 3 vs 2).</p>

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Grade 3	Grade 4	Grade 5
<p>18. Volley an object with a underhand or sidearm striking pattern sending it forward over a net, to the wall, or over a line to a partner, demonstrating 3 of the 4 critical elements of a mature pattern.</p> <p>19. Strike an object with a short handled implement sending it forward over a low net or to the wall.</p> <p>20. Strike an object with a short handled implement demonstrating 3 of 5 critical elements of a mature pattern.</p> <p>21. Strike a ball with a long handled implement, sending it in a forward direction (proper grip—hockey stick, bat; batting tee or ball tossed by teacher for batting).</p> <p>22. Demonstrate intermediate jump rope skills for both long and short rope (variety of tricks, running in/out of long rope).</p>	<p>16. Dribble with the hand and/or feet in general space with control of ball and body while increasing and decreasing speed.</p> <p>17. Receive and pass a ball with the inside of the foot to a moving partner in a non-dynamic environment.</p> <p>18. Receive and pass a ball with the outside and inside of the feet to a stationary partner, “giving” on reception before returning the pass.</p> <p>19. Dribble with hand/feet in combination with other skills, e.g., passing, receiving, shooting.</p> <p>20. Kick along the ground, in the air, and punting using mature patterns.</p> <p>21. Underhand volley, using a mature pattern, in a dynamic environment, e.g., 2 square, 4 square, handball.</p> <p>22. Strike/volley with a two-hand/overhead pattern sending a ball upward, demonstrating 4 out of 5 critical elements of a mature pattern.</p> <p>23. Strike an object with a short handled implement demonstrating a mature pattern.</p>	<p>17. Hand dribble in combination with other skills in one-on-one games tactics.</p> <p>18. Foot dribble in combination with other skills in one-on-one games tactics.</p> <p>19. Pass with the feet, using a mature pattern, as both partners travel.</p> <p>20. Receive a pass, using a mature pattern, with the feet as both partners travel.</p> <p>21. Hand/feet dribble with mature patterns in a variety of small-sided game forms.</p> <p>22. Demonstrate mature patterns in kicking and punting in small-sided games environments.</p> <p>23. Strike/volley a ball, two hand/overhead pattern, sending it upward to a target.</p> <p>24. Perform consecutive short implement striking with a partner (over a net, against a wall) in either competitive or cooperative games.</p> <p>25. Strike a pitched ball with a bat using mature pattern.</p>

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Grade 3	Grade 4	Grade 5
	<p>24. Strike an object with a short handled implement, alternating hits with a partner over a low net or against the wall.</p> <p>25. Strike an object with a long handled implement demonstrating 3 of the 5 critical elements of a mature pattern for the specific implement (hockey stick, bat, tennis, badminton rackets—grip, stance, body orientation, swing plane, follow-through).</p> <p>26. Combine traveling with manipulative skills of dribbling, throwing, catching, striking in teacher and/or student designed small-sided games environments.</p> <p>27. Create a jump rope routine with either short or long rope.</p>	<p>26. Combine striking with a long implement with receiving, traveling skills in a small-sided game (batting, hockey).</p> <p>27. Combine manipulative skills and traveling for execution to a target, e.g., scoring in soccer, hockey and basketball.</p> <p>28. Create a jump rope routine with a partner, either short or long rope.</p>

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Grade 6	Grade 7	Grade 8
<p><u>Dance</u></p> <ol style="list-style-type: none"> 1. Demonstrate correct rhythm and pattern for one of the following dance forms: Folk, social, creative, line, or world dance. <p><u>Invasion Games</u></p> <ol style="list-style-type: none"> 2. Throw with a mature pattern for distance or power appropriate to the activity. 3. Catch with a mature pattern from a variety of trajectories using a variety of objects in a dynamic environment. 4. Pass and receive with hands in combination with locomotor patterns of running and change of direction & speed with competency in such invasion games as: Basketball, Flag Football, Speedball, or Team Handball, etc. 5. Demonstrate pivots, fakes, and jam step designed to create open space. 6. Throw while stationary, a leading pass to a moving receiver. 7. Demonstrate the following offensive skills without defensive pressure: Pivot, give and go, and fakes. 	<p><u>Dance</u></p> <ol style="list-style-type: none"> 1. Demonstrate correct rhythm and pattern for a different dance form: Folk, social, creative, line, or world dance. <p><u>Invasion Games</u></p> <ol style="list-style-type: none"> 2. Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment. 3. Catch with a mature pattern from a variety of trajectories using a variety of objects in modified game play. 4. Pass and receive with feet in combination with locomotor patterns of running and change of direction & speed with competency in such invasion games as: Soccer, Soccie, or Speedball, etc. 5. Demonstrate at least one of the following designed to create open space during modified game play: pivots, fakes, and jam step. 6. Throw while moving to lead a moving receiver. 7. Demonstrate the following offensive skills with defensive pressure: Pivot, give and go, and fakes. 	<p><u>Dance</u></p> <ol style="list-style-type: none"> 1. Demonstrate command of rhythm and timing by creating a movement sequence to music as an individual or in a group. 2. Throw with a mature pattern for distance or power appropriate to the activity during modified gameplay. 3. Catch using an implement in a dynamic environment or modified game play. <p><u>Invasion Games</u></p> <ol style="list-style-type: none"> 1. Pass and receive with an implement in combination with locomotor patterns of running and change of direction & speed with competency in such invasion games as: Lacrosse or Floor/Field hockey, etc. 2. Demonstrate at least two of the following to create open space during modified game play: pivots, fakes, jam steps, and/or screens. 3. Demonstrate competency in performing a lead pass to a moving partner off a dribble or pass.

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Grade 6	Grade 7	Grade 8
<p>8. Dribble with dominant hand using a change of speed and direction in a dynamic environment.</p> <p>9. Foot dribble with control, changing speed and direction in a dynamic environment.</p> <p>10. Shoot on goal with power in a dynamic environment.</p> <p><u>Net/Wall Games</u></p> <p>11. Demonstrate a legal underhand serve with control for net/wall games such as badminton, volleyball, and pickle ball, etc.</p> <p>12. Strike with a mature overarm pattern for one of the following net/wall games in a non-dynamic environment such as volleyball, handball, badminton, and/or tennis, etc.</p> <p>13. Demonstrate the mature form of the forehand and backhand strokes with a short handled implement in such net games as paddle ball, pickle ball, or short-handled racket tennis.</p> <p>14. Forehand volley with a mature form and control using a short-handled implement.</p>	<p>8. Dribble with dominant and non-dominant hand using a change of speed and direction in a dynamic environment.</p> <p>9. Foot dribble or dribble with an implement combined with passing in a dynamic environment.</p> <p>10. Shoot on goal with power and accuracy in a modified invasion games.</p> <p><u>Net/Wall Games</u></p> <p>11. Demonstrate consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, and pickle ball, etc.</p> <p>12. Strike with a mature overarm pattern for one of the following net/wall games in a dynamic environment such as volleyball, handball, badminton, and/or tennis, etc.</p> <p>13. Demonstrate the mature form of forehand and backhand strokes with a long handled implement in such net games as badminton or tennis.</p>	<p>4. Demonstrate the following offensive skills during modified game play: Pivot, give and go, and fakes.</p> <p>5. Dribble with dominant and non-dominant hand using a change of speed and direction in a modified game.</p> <p>6. Foot dribble or dribble with an implement with control changing speed and direction during modified game play.</p> <p>7. Shoot on goal with a long handled implement for power and accuracy in such modified invasion games as: Floor/field hockey or lacrosse.</p> <p><u>Net/Wall Games</u></p> <p>8. Demonstrate consistently (at least 70% of the time) a legal underhand serve for distances and/or power & accuracy for net/wall games such as badminton, volleyball, & pickle ball, etc.</p> <p>9. Strike with a mature overarm pattern for one of the following net/wall games in a modified game such as volleyball, handball, badminton, and/or tennis, etc.</p>

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Grade 6	Grade 7	Grade 8
<p>15. Two hand volley with control in a non-dynamic environment.</p> <p><u>Target Games</u></p> <p>16. Demonstrate a mature underhand pattern for a modified target game (modified equipment, distance, etc.) such as bowling, bocci, and/or horseshoes, etc.</p> <p>17. Strike with an implement a stationary object for accuracy in such activities as croquet, shuffleboard, or golf, etc.</p> <p><u>Fielding/Striking Games</u></p> <p>18. Strike a pitched ball with an implement with force.</p> <p>19. Catch with a mature pattern from a variety of trajectories using a variety of objects in a dynamic environment.</p> <p><u>Outdoor Pursuits</u></p> <p>20. Demonstrate correct technique for basic skills in one self-selected outdoor activity.</p> <p>21. Use the basic equipment for one self-selected outdoor activity with the teacher's guidance.</p>	<p>14. Forehand and backhand volley with a mature form and control using a short-handled implement.</p> <p>15. Two hand volley with control in a dynamic environment.</p> <p><u>Target Games</u></p> <p>16. Demonstrate consistently (70% of the time) a mature underhand pattern for a target games such as bowling, bocci and/or horse shoes, etc.</p> <p>17. Strike with an implement a stationary object for accuracy and/or distance in such activities as croquet, shuffleboard, or golf, etc.</p> <p><u>Fielding/Striking Games</u></p> <p>18. Strike a pitched ball with an implement to open space in a variety of modified games.</p> <p>19. Catch with a mature pattern from a variety of trajectories using a variety of objects in modified game play.</p> <p><u>Outdoor Pursuits</u></p> <p>20. Demonstrate correct technique for a variety of skills in one self-selected outdoor activity.</p>	<p>10. Demonstrate the mature form of forehand and backhand strokes with a short or long handled implement with power and accuracy in such net games as pickle ball, tennis, badminton, or paddle ball.</p> <p>11. Forehand and backhand volley with a mature form and control using a short-handled implement during modified game play.</p> <p>12. Two hand volley with control in a modified game play.</p> <p><u>Target Games</u></p> <p>13. Demonstrate competency in one target game such as archery, bowling, bocci, etc.</p> <p>14. Strike with an implement a stationary object for accuracy and power in such activities as croquet, shuffleboard or golf, etc.</p> <p><u>Fielding/Striking Games</u></p> <p>15. Strike a pitched ball with an implement for power to open space in a variety of modified game situations.</p> <p>16. Catch using an implement in a dynamic environment or modified game play.</p>

Standard 1: The learner will demonstrate competency in a variety of motor skills and movement patterns.

Grade 6	Grade 7	Grade 8
<p><u>Weight Transfer</u> 22. Transfer weight with correct timing for the overarm throwing or striking pattern.</p>	<p>21. Independently use the basic equipment for one self-selected outdoor activity.</p> <p><u>Weight Transfer</u> 22. Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.</p>	<p>17. Demonstrate correct technique for basic skills in at least two self-selected outdoor activities.</p> <p>18. Independently use the basic equipment for a self-selected outdoor activity and identify specific safety concerns associated with the activity.</p> <p>19. Transfer weight with correct timing using a low to high striking pattern with a long-handled implement on the forehand and backhand side/</p>

Grade 9 & 10
<ol style="list-style-type: none"> 1. Demonstrate competency and/or refine activity-specific movement skills. 2. Demonstrate competency in one or more specialized skills in health-related fitness activities. 3. Combine and apply movement patterns- simple to complex in individual and team activities. 4. Explain and demonstrate advanced offensive, defensive and transition strategies and tactics in individual and team activities and games. 5. Create and plan activities that emphasize specific strategies and tactics that coordinate effort with others, in order to achieve a common activity goal.

Standard 2: The learner will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none">6. Maintain their personal space while moving in general space.7. Move in personal space to a rhythm.8. Travel in three different pathways.	<ol style="list-style-type: none">1. Move in self and general space in response to designated beats/rhythms.2. Travel demonstrating low, middle and high levels.3. Travels demonstrating a variety of relationships with objects, e.g., over, under, around, through.4. Differentiate between fast and slow speeds.5. Differentiate between strong and light force.	<ol style="list-style-type: none">1. Combine locomotor skills in general space to a rhythm.2. Combine shapes, levels and pathways into simple travel, dance, and gymnastics sequences.3. Demonstrate gradual increases and decreases in time and force.

Standard 2: The learner will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none"> 1. Recognize the concept of open spaces in a movement context. 2. Recognize locomotor skills specific to a wide variety of physical activities. 3. Recognize locomotor skills specific to a wide variety of physical activities. 4. Combine movement concepts (direction, levels, force, time) with skills as directed by the teacher. 5. Apply simple strategies in chasing activities. 6. Apply simple strategies in fleeing activities. 7. Demonstrate the concept of alignment in gymnastics. 	<ol style="list-style-type: none"> 1. Apply the concept of open spaces to combination skills involving traveling, e.g., dribbling and traveling. 2. Dribble in general space with changes in direction and speed. 3. Apply the concept of closing spaces in a movement context. 4. Combine movement concepts with skills in games, gymnastics and dance situations. 5. Apply movement concepts of speed, endurance, and pacing for running. 6. Apply the concepts of direction and force when striking an object with a short handled implement sending to a designated target. 7. Apply simple offensive tactics in chasing and fleeing games. 8. Apply simple defensive tactics in chasing and fleeing games. 9. Recognize the specific type of kick needed for games/sports situations. 10. Provide feedback on critical elements of fundamental skills to a peer. 	<ol style="list-style-type: none"> 1. Combine movement concepts with skills in games, gymnastics and dance with self-direction. 2. Apply movement concepts for strategies in games situations. 3. Apply the concepts of direction and force to strike an object with a long handled implement. 4. Analyze movement situations and apply movement concepts in games, dance, and gymnastics (force, direction, speed, pathways, extensions). 5. Apply basic offensive and defensive tactics in 2 vs 1 invasion games. 6. Apply basic offensive and defensive tactics in 1 vs 1 net/wall games. 7. Recognize the specific type of throw, volley, striking action needed for games/sports situations.

Standard 2: The learner will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Grade 6	Grade 7	Grade 8
<p><u>Invasion games</u></p> <ol style="list-style-type: none"> 1. Create open space by using locomotor movements (walking, running, jumping & landing, etc.) in combination with movement (varying pathways, change of speed, direction, or pace, etc.) 2. Demonstrate at least one the following offensive tactics for invasion games: moves to open space without the ball; uses a variety of passes; and uses pivot, fake or give and go to create open space. 3. Create open space by using the width and length of the field on offense. 4. Reduce open space on defense by making yourself larger and reducing passing angles. 5. Reduce open space by allowing the catch, but not the return pass or not allowing the catch (denial). 6. Demonstrate the ability to transition from offense to defense or defense to offense by recovering quickly. 	<p><u>Invasion games</u></p> <ol style="list-style-type: none"> 1. Reduce open space by using locomotor movements (walking, running, jumping & landing, changing size and shape of the body (in combination with movement concepts (reducing the angle in the space, reducing distance between player and goal, etc. 2. Demonstrate at least two of the following offensive tactics for invasion games to create open space: – give and go; a variety of passes; fakes, or pivot. 3. Create open space by staying spread on offense and cutting and passing quickly. 4. Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3rd party perspective). 5. Reduce open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. 	<p><u>Invasion games</u></p> <ol style="list-style-type: none"> 1. Open and close space during modified game play by combining locomotor movements with movement concepts. 2. Demonstrates at least three of the following offensive tactics for invasion games: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; and give and go. 3. Create open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. 4. Reduce open space on defense by staying closer to your opponent as they get nearer to the goal. 5. Reduce open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. 6. Demonstrate the ability to transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.

Standard 2: The learner will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Grade 3	Grade 4	Grade 5
<p><u>Net/Wall Games</u></p> <p>7. Demonstrate the ability to create open space in net/wall games with a short handled implement by varying force and direction.</p> <p>8. Reduce offensive options for opponents by returning to mid-court position.</p> <p><u>Target Games</u></p> <p>9. Select appropriate shot/club based on the location of the object in relation to the target (unopposed).</p> <p><u>Fielding/Striking Games (Offense)</u></p> <p>10. Identify open spaces and attempt to strike object into that space.</p> <p><u>Fielding/Striking Games (Defense)</u></p> <p>11. Select the correct defensive play based on the situation (e.g., number of outs)</p> <p><u>Conceptual Knowledge</u></p> <p>12. Demonstrate varied application of force during dance or gymnastic activities</p>	<p>6. Demonstrate the ability to transition from offense to defense or defense to offense by recovering quickly and communicating with teammates.</p> <p><u>Net/Wall Games</u></p> <p>7. Demonstrate the ability to create open space in net/wall games with a long handled implement by varying force, direction and moving opponent from side to side.</p> <p>8. Select offensive shot based on opponent's location (hit where opponent is not).</p> <p><u>Target Games</u></p> <p>9. Vary the speed and/or trajectory of the shot based on location of object in relation to the target (unopposed).</p> <p><u>Fielding/Striking Games (Offense)</u></p> <p>10. Use a variety of shots to hit to open space (slap & run, bunt, line drive, high arc, etc.).</p> <p><u>Fielding/Striking Games (Defense)</u></p> <p>11. Vary the pitch/delivery to the striker.</p>	<p><u>Net/Wall Games</u></p> <p>7. Demonstrate the ability to create open space in net/wall games using either a long or short handled implement by varying force, direction, moving opponent side to side and/or forward and back.</p> <p>8. Vary placement, force, and timing of return to prevent anticipation by opponent.</p> <p><u>Target Games</u></p> <p>9. Use a blocking strategy to prevent opponent from scoring (opposed).</p> <p><u>Fielding/Striking Games (Offense)</u></p> <p>10. Identify sacrifice situations and attempt to advance a teammate.</p> <p><u>Fielding/Striking Games (Defense)</u></p> <p>11. Reduce open spaces in the field by working with teammates to maximize coverage.</p> <p><u>Conceptual Knowledge</u></p> <p>Describe and apply the mechanical advantage for a variety of movement patterns.</p>

Standard 2: The learner will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Grade 3	Grade 4	Grade 5
<p><u>Safety – Outdoor Pursuits</u> 13. Make appropriate decisions based the weather, level of difficulty due the conditions, or ability to ensure safety of self and others</p>	<p><u>Conceptual Knowledge</u> 12. Identify and apply Newton’s Laws of Motion to various dance or movement activities.</p> <p><u>Safety – Outdoor Pursuits</u> 13. Demonstrate the ability to analyze the situation and make adjustments to ensure the safety of self and others</p>	<p><u>Safety – Outdoor Pursuits</u> Demonstrate the ability to plan and implement safe participation in a self-selected outdoor activity.</p>

Grade 9 & 10
<ol style="list-style-type: none"> 1. Apply the terminology associated with the skills and rules for selected activities. 2. Use movement concepts and principles to analyze and improve performance. 3. Apply and refine ways to receive, retain and send an object in increased speed, accuracy and distance in skills specific to an activity. 4. Apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects to improve performance.

Standard 3: The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Actively participate in physical education class. 2. Discuss active play opportunities outside physical education class. 3. Recognize that when you move fast, your heart beats faster and you breathe faster. 4. Recognize that food provides energy for physical activity. 	<ol style="list-style-type: none"> 1. Actively engage in physical education class. 2. Identify large motor physical activities outside physical education class and after school hours. 3. Discuss benefits of being active and exercising/playing. 4. Identify the heart is a muscle that gets stronger with exercise/play and physical activity. 5. Recognize between healthy and unhealthy foods. 	<ol style="list-style-type: none"> 1. Actively engage in physical education class in response to instruction and practice. 2. Describe large motor and/or manipulative physical activities for participation outside physical education class--before and after school, e.g., at home, at the park, with friends, with the family. 3. Demonstrate own body for making one stronger, e.g., hold body in plank position, animal walks. 4. Identify physical activities that contribute to fitness. 5. Identify physical activity benefits as a way to become healthier. 6. Recognize the “Good Health Balance” of good nutrition with physical activity.

Standard 3: The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none"> 1. Engage in the activities of physical education without teacher prompting. 2. Chart participation in physical activities outside physical education class. 3. Describe the concept of fitness and provide examples of physical activity to enhance fitness. 4. Demonstrate, with teacher direction, the health-related fitness components. 5. Recognize the importance of warm-up/cool down relative to vigorous physical activity. 6. Identify foods beneficial for pre-and post-physical activity. 	<ol style="list-style-type: none"> 1. Actively engage in the activities of physical education class, both teacher directed and independent. 2. Analyze opportunities for participation in physical activity outside physical education class. 3. Identify the components of health-related fitness. 4. Complete a fitness assessment (as a pre- and post-test). 5. Identify areas of needed remediation from personal test and with teacher assistance identify strategies for progress in those areas. 6. Demonstrate warm-up/cool down relative to the cardio-respiratory fitness assessment. 7. Discuss the importance of hydration and hydration choices relative to physical activities. 	<ol style="list-style-type: none"> 1. Actively engage in all the activities of physical education. 2. Chart and analyze physical activity outside physical education class for fitness benefits of activities. 3. Differentiate between skill-related and health-related fitness. 4. Analyze results of fitness assessment (pre- and post-test), comparing results to fitness components for good health. 5. Design a fitness plan to address ways to use physical activity to enhance fitness. 6. Identify the need for warm-up/cool down relative to various physical activities. 7. Analyze the impact of food choices relative to physical activity, youth sports, personal health.

Standard 3: The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Sustain a target heart rate of 60% to 85% of maximum heart rate for a minimum of 20 minutes during class. 2. Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. 3. Participate in an aerobic fitness program once a week either before, at lunch, or after school. 4. Describe how being physically active leads to a healthy body. 5. Identify the components of skill-related fitness. 6. Calculate target heart rate and apply HR information to personal fitness plan. 7. Demonstrate correct techniques and methods of stretching. 8. Design and implement a program of remediation for any areas of weakness based on the results of HRF assessment. 	<ol style="list-style-type: none"> 1. Sustain a maximum target heart rate of 60% to 85% of maximum heart rate for a minimum of 20 minutes at least once a week outside of class. 2. Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log. 3. Participate in an aerobic program twice a week before school, at lunch, or after school. 4. Distinguish between health-related and skill related fitness. 5. Adjust pacing to keep HR in the target zone. 6. Describe and demonstrate the difference between dynamic and static flexibility. 7. Describes the role of exercise and nutrition in weight management. 8. Describe FITT principle and training principles and how they impact fitness. 	<ol style="list-style-type: none"> 1. Sustain a maximum target heart rate of 60% to 85% of maximum heart rate for a minimum of 20 minutes three times a week. 2. Designs and implements a program to improve levels of health related fitness and nutrition. 3. Participate in an aerobic program three times a week before school, at lunch, or after school. 4. Identify the five components of physical fitness, muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explain the connections between fitness and overall physical and mental health. 5. Compare and contrast health-related fitness components. 6. Use available technology (e.g. pedometers, heart rate monitors, etc.) to self-monitor aerobic intensity. 7. Demonstrate a variety of appropriate static stretching techniques for all major muscle groups.

Standard 3: The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade 6	Grade 7	Grade 8
<p>9. Differentiates between aerobic and anaerobic capacity; muscular strength and endurance.</p> <p>10. Identify each of the components in the FITT principle.</p> <p>11. Describe the role of warm-ups and cool-downs before and after physical activity.</p> <p>12. Describe how the Rate of Perceived Exertion (RPE) can be used to determine how hard you feel you are working.</p> <p>13. Demonstrate a variety of personal coping and stress management strategies.</p> <p>14. Participate in a variety of aerobic fitness activities such as cardio kick, step aerobics, and/or aerobic dance.</p> <p>15. Participate in a variety of aerobic fitness activities using technology such as Dance, Dance Revolution or Wii Fitness.</p> <p>16. Participate in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.</p>	<p>9. Design a warm-up/ cool down regiment for a self-selected physical activity.</p> <p>10. Define how the RPE scale can be used to determine workout intensity.</p> <p>11. Practice strategies for dealing with stress such as deep breathing, guided visualization, and aerobic exercise.</p> <p>12. Participate in a variety of strength and endurance fitness activities such as Pilates, resistance training, body weight, and/or light free weights.</p> <p>13. Participate in a variety of strength and endurance fitness activities such as weight or resistance training.</p> <p>14. Participate in a variety of life time dual and individual sports, martial arts, or aquatic activities.</p>	<p>8. Design and implement a program of remediation for three areas of weakness based on the results of HRF assessment.</p> <p>9. Describes the role of flexibility in injury prevention.</p> <p>10. Use the FITT principles in describing a personal workout.</p> <p>11. Design and implement a warm-up/cool down regiment for a self-selected physical activity.</p> <p>12. Use the RPE to adjust workout intensity during physical activity.</p> <p>13. Demonstrate basic movements used in yoga and other stress reducing activities.</p> <p>14. Participate in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and/or swimming.</p> <p>15. Plan and implement a program of cross training to include aerobic, strength and endurance and flexibility.</p>

Standard 3: The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade 6	Grade 7	Grade 8
		16. Participate in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day.

Standard 3: The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade 9 & 10

1. Discuss the benefits of a physically active lifestyle.
2. Design a fitness program to develop health and skill related fitness for a selected physical activity, using the principles of training: FITT formula.
3. Identify types of exercise and stretching exercises for personal fitness development (ex- strength, endurance, range of motion).
4. Evaluate risks and safety factor that may affect physical activity and select proper equipment for exercise and apply all appropriate procedures for safety.
5. Establish a set of personal goals and use a personal fitness log to track progress and activity.

Standard 4: The learner will exhibit responsible personal and social behavior that respects self and others.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Follow directions in group settings. 2. Demonstrate ability to accept instruction/directions when prompted. 3. Demonstrate ability to acknowledge responsibility for behavior when prompted. 4. Share equipment and space with others. 5. Follow teacher directions for proper use of equipment with minimal reminders. 	<ol style="list-style-type: none"> 1. Demonstrate personal responsibility by using equipment and space appropriately. 2. Accept corrective feedback given by the teacher. 3. Follow the rules/parameters of the learning environment. 4. Follow teacher directions for proper use of equipment without teacher reminders. 	<ol style="list-style-type: none"> 1. Practice skills with minimal teacher prompting. 2. Accept feedback, both praise and corrective, from the teacher. 3. Follow the rules/parameters of the physical activity. 4. Safely work with equipment. 5. Work independently with other in partner environments. 6. Recognize the role of rule and etiquette in teacher designed physical activities. 7. Work independently and safely in physical education.

Standard 4: The learner will exhibit responsible personal and social behavior that respects self and others.

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none"> 1. Demonstrate responsibility for class protocols. 2. Modify skill execution based on teacher feedback. 3. Work independently for extended periods of time. 4. Work cooperatively with others. 5. Praise others for their success in movement performance. 6. Recognize the role of rules and etiquette in physical activity with peers. 7. Work independently and safely in physical activity settings. 	<ol style="list-style-type: none"> 1. Accept responsibility for personal behavior in group situations. 2. Listen respectfully to corrective feedback from others (e.g teachers, parents). 3. Reflect on personal social behavior in physical activity. 4. Praise the movement performance of the more and less skilled. 5. Accept “players” of all skill levels into the physical activity. 6. Demonstrate etiquette and adherence of rules in a variety of physical activities. 7. Work safely with peers and equipment in physical activity settings. 	<ol style="list-style-type: none"> 1. Accept responsibility for interpersonal behavior in physical activity environments, e.g., peer to peer, student to teacher, student to referee. 2. Accept responsibility for personal behavior in physical activity environments. 3. Exhibit respect for self (e.g. display of inflated/deflated ego) while engaging in physical activity. 4. Accept, recognize, and actively involve others, both higher and lower skill abilities, into physical activities and group projects. 5. Critique etiquette involved in rules of various game activities. 6. Apply safety principles with age-appropriate physical activities.

Standard 4: The learner will exhibit responsible personal and social behavior that respects self and others.

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Demonstrates an acceptance of differences among classmates in physical development, maturation, and varying skill levels. 2. Cooperate with a small group of classmates during adventure activities, game play, or team building activities. 3. Exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. 4. Identify the rules and etiquette for a variety of invasion, net/wall, target and field games, and dance activities. 5. Identify and use appropriate strategies to self-reinforce positive fitness behaviors. 	<ol style="list-style-type: none"> 1. Demonstrate cooperation skills by establishing rules and guidelines for conflict resolution. 2. Problem solve with a small group of classmates during adventure activities or small group initiatives or game play. 3. Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. 4. Demonstrate knowledge of rules and etiquette by self-officiating modified invasion games, net/wall, target or field games or follow parameters to create or modify a dance. 5. Differentiate between intrinsic and extrinsic reasons for participating in physical activity. 	<ol style="list-style-type: none"> 1. Responds appropriately to ethical and unethical behavior of participants during physical activity. 2. Cooperate with multiple classmates on problem solving initiatives including adventure activities, large group initiative, and game play. 3. Accept responsibility for individual improvement of levels of physical activity and fitness. 4. Apply rules and etiquette by acting as an official for modified invasion games, net/wall, target, and/or field games and creating dance routines within a given set of parameters. 5. Utilize effective self-management skills to incorporate opportunities for physical activity in and outside of school.

Standard 4: The learner will exhibit responsible personal and social behavior that respects self and others.

Grade 9 & 10

1. Demonstrate the ability to solve problems and think critically in physical activity settings both as an individual and in groups.
2. Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity.
3. Identify and perform leadership skills, perform planned leadership assignments and assume spontaneous leadership roles.
4. Demonstrate positive, responsible personal and social behavior (striving for personal best, practicing regularly, encouraging others, playing fair) in physical activity settings.
5. Demonstrate a commitment to an active lifestyle through participation in class.
6. Identify personal strengths and areas for growth.

Standard 5: The learner will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Identify physical activities that are enjoyable. 2. Discuss the enjoyment of playing with friends. 	<ol style="list-style-type: none"> 1. Describe positive feelings which result from participation in movement activities. 2. Discuss personal reasons for enjoyment in physical activities (the "why"?). 	<ol style="list-style-type: none"> 1. Identify physical activities that provide self-expression, e.g., dance, gymnastics routines, games participation. 2. Compare physical activities that bring confidence and challenge. 3. Discuss the relationship between physical activity and good health.

Standard 5: The learner will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none"> 1. Describe the positive social interactions that come when engaged with others in physical activity. 2. Discuss the challenge that comes from learning a new physical activity. 	<ol style="list-style-type: none"> 1. Rank the enjoyment of participation in different physical activities. 2. Reflect on the reasons for enjoyment in selected physical activities. 3. Examine the health benefits of participation in physical activity. 	<ol style="list-style-type: none"> 1. Compare the health benefits of participation in selected physical activities. 2. Rate the enjoyment of participation in challenging and mastered physical activities. 3. Describe the social benefits gained from participation in physical activity, e.g., recess, youth sports. 4. Express (via written essay, visual art, creative dance) the enjoyment and/or challenge of participation in a favorite physical activity. 5. Analyze different physical activities for enjoyment and challenge, identifying the reasons for a positive or negative response.

Standard 5: The learner will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Describe how being physically active leads to a healthy body. 2. Analyze the role of individual attitude, motivation, and self-determination in selecting physical activities. 3. Identifies how self-expression and physical activity are related. 4. Recognize challenges and cope in a positive way. 5. Recognize physical activity as a positive opportunity for stress reduction and social interaction. 6. Demonstrate respect for self and others in activities and games. 	<ol style="list-style-type: none"> 1. Identify different types of physical activities and describe how each has a positive impact on health. 2. Analyze factors that influence nutritional and fitness choices, including peers, family and body image. 3. Explains the relationship between self-expression and lifelong enjoyment through physical activity. 4. Realize that facing and overcoming challenges will make them better and generate positive strategies to assist overcoming challenges. 5. Identify positive mental and emotional aspects of participation in a variety of physical activities. 6. Demonstrate the importance of social interaction by helping and encouraging others so they can perform the physical activities together. 	<ol style="list-style-type: none"> 1. Identify the five components of HRF (muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explain the connections between fitness and overall physical and mental health. 2. Analyze factors that influence nutritional and physical activity choices, including time, cost/availability, culture, and environment. 3. Identifies and participates in an activity(s) they enjoy which prompts individual self-expression. 4. See challenges as growth opportunities and make appropriate decisions which will help them overcome challenges. 5. Analyze the empowering consequences of being physical active. 6. Demonstrate a willingness to ask for help and help others in various physical activities.

Standard 5: The learner will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grade 9 & 10
<ol style="list-style-type: none">1. Select and participate in physical activities that meet the need for self-expression and enjoyment.2. Analyze the health benefits of a self-selected physical activity.3. Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.