

HOMER COMMUNITY SCHOOL DISTRICT

Physical Education

Implemented 2017-2018

Physical Education Curriculum Report

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Committee Members

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**Mission
Statement**

Mission Statement

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to:

- read with understanding,
- communicate clearly,
- solve problems effectively,
- think critically, and
- act responsibly.

Philosophy

and

Beliefs

Physical Education Philosophy and Beliefs

Physical Education Philosophy

The philosophy of the Physical Education Department is to create a learning atmosphere that emphasizes wellness, physical fitness, social and emotional growth, and to encourage students to lead physically active lifestyles. Homer Community School's program is designed to develop each child's physical, social and emotional learning through a series of carefully planned and conducted activities. Children are at different developmental levels, with different needs and interests, for this reason, activities are geared towards a wide range of skill and fitness levels. All children are encouraged to work towards their personal best! Cooperation and sportsmanship will be stressed at each grade level. These qualities are essential when students are participating in small groups, working with partners and cooperative games. Our physical education program is designed to develop skillful, fit and knowledgeable students who will enjoy a lifetime of participation in physical activities.

Health Philosophy

Health Education in today's school environment is charged with improving students' understanding of basic health concepts and promotion of the skills needed to take action in health promotion and disease prevention. Evidence that students can apply, these skills to improve their own health and the health of others is necessary in a successful health program.

Health education guides and encourages teens to practice behaviors that enhance their well-being and safety by:

- Emphasizing the importance of supportive parents, dedicated teachers, positive peer relationships, and role models.
- Fostering critical thinking and encouraging responsible decision making.
- Delivering a strong and consistent abstinence message to promote positive health behaviors and character development.
- Highlighting positive and negative influences of peer pressure and the media.
- Encouraging a positive attitude about health information and related issues.

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Physical Education Program Belief Statements

Health:

- Health education is an integral component in developing the whole child.
- The curriculum should be age and developmentally appropriate.
- Instruction should be appropriately differentiated to meet the needs of all students.
- Students should develop life skills for decision making, problem solving, and responsible behavior.
- Choice, ownership, and knowledge are required components of each student's progress toward leading a healthy lifestyle.
- All students should develop awareness in the different dimensions of health including physical, mental, emotional, and social well-being.

Physical Education:

Exercise can directly impact the behavior and development of the brain. When exercising there is increased oxygen flow to the brain, increased brain neurotransmitters, and increased neurotrophins that "assure the survival of neurons in areas responsible for learning, memory, and higher thinking." (sparkpe.org) Regular physical activity is also associated with lower levels of anxiety and stress.

We believe...

- Daily physical activity and health literacy are essential to the whole child.
- Each student has differing abilities and aptitudes for learning motor skills. The rate and style at which motor skills are mastered also differ among students and within each student from time to time.
- In the value of fitness practices to increase lifetime activity and reduce sedentary behaviors.
- That by integrating physical fitness into the broad range of activities that children enjoy, a bond is established between gaining and maintaining fitness and having fun while playing alone or with others. That less emphasis should be put upon competition in physical education activities and more emphasis on personal best and improvement.
- That all children can improve their health thereby enhancing their ability to learn and be successful in school.
- That physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.
- That assessment must be continuous and is a vital part of the physical education program.
- A variety of evaluative techniques should be used for determining individual differences and needs of students.

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- Highly qualified teachers will deliver an aligned curriculum of best practices to all students.
- Physical Education teachers require content specific staff development and opportunities for collaboration.
- Parents and community members are vital components for the success of the program.

**Program
Model**

Recommendations

Recommendations to Enhance Elementary Physical Education Curriculum:

- Internet access point in new gym.
- Office call button in new gym.

Recommendations to Enhance High School Physical Education Curriculum:

- Health/PE/Study Hall Classroom.
- -HS Lifetime Sports & Fitness Class.
- I-Pad for each PE teacher for assessment/grading/attendance.
- Internet access point in new gym.

Secondary Course Sequence

9th grade P.E.

- **9th grade**
 - Lifting on Wednesdays
- **Quarter 1**
 - Testing
 - 1 mile
 - Situps
 - Pushups
 - Sit and Reach
 - Shuttle Run
 - Football
 - Golf
 - Flag Football
 - Ultimate Frisbee
 - Volleyball
 - Spike ball
- **Quarter 2**
 - Basketball
 - Kin ball
 - 6 base
 - Random
 - Run game
 - Spot ball
 - Capture the pin
- **Quarter 3**
 - Badmitton
 - Pickle ball
 - Bowling
 - Ping pong
- **Quarter 4**
 - Archery
 - Hockey
 - Testing
 - Softball

**Curriculum
Frameworks**

Physical Education Curriculum Report

Kindergarten – Second Grade

Physical Education Literacy	
Strand 1	Skills Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2.1.1	Demonstrate progress toward the mature form of locomotor and non-locomotor skills.
	Example Indicators:
	Demonstrate a mature pattern of locomotor skills (i.e., jumping, hopping, leaping, galloping, sliding, skipping, walking and running).
	Demonstrate a mature pattern of non-locomotor skills (i.e., bending, twisting, turning, balancing and stretching).
2.1.2	Demonstrate progress toward the mature form of selected manipulative skills.
	Example Indicators:
	Dribble, throw, catch, roll and strike a variety of objects with hands.
	Dribble, trap, kick, and roll a variety of objects with feet.
	Jump a self-turned rope.
	Strike using various implements (i.e., hockey sticks, bats, racquets, paddles).
2.1.3	Demonstrate progress toward the mature form of movement patterns and sequences.
	Example Indicators:
	Combine locomotor skills into a sequence (i.e., hopping, jumping, galloping, skipping and leaping, walking and running)
	Perform dance sequences to music.
	Demonstrate a smooth transition between locomotor skills in time to music.
	Combine balancing, transferring weight, and rolling actions into a tumbling sequence.
	Combine shapes, levels, directions and pathways into simple sequences.
2.1.4	Demonstrate the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.
	Example Indicators:
	Travel forward and sideways using different tempos.
	Change directions quickly in response to a signal or obstacle using a variety of locomotor skills.
	Chase, flee, and dodge individuals or stationary obstacles.
Strand 2	Knowledge Demonstrates understanding of movement concepts, principles, strategies,

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	and tactics as they apply to the learning and performance of physical activities.
2.2.1	Identify the critical elements of basic movements using movement vocabulary
	Example Indicators:
	Identify and demonstrate the major characteristics of locomotor skills (i.e., walking (heel to toe sequence) or skipping (step, hop, step, hop sequence)).
	Repeat cue words for movement skill and demonstrate and/or explain what is meant by each (i.e., overhand throw = side, step, throw).
2.2.2	Apply feedback to improve performance
	Example Indicator:
	Use teacher, peer, and self-assessment to correct motor performance.
Physical Activity and Fitness	
Strand 3	Active Lifestyle Participates regularly in physical activity
2.3.1	Participate regularly in a wide variety of activities that involve locomotor, nonlocomotor and manipulative skills both inside and outside of physical education class.
	Example Indicator:
	Participate regularly in a variety of non-structured and low organized physical activities (i.e., tossing a ball, playing tag).
Strand 4	Fitness Achieves and maintains a health-engancing level of physical fitness.
2.4.1	Engage in moderate to vigorous physical activity
	Example Indicator:
	Participate in a variety of physical activities that elevate breathing and heart rates in physical education and/or on the playground (i.e., jogging, jumping rope, dancing, bike riding).
2.4.2	Recognize the basic physiological indicators that accompany moderate to vigorous play activity (i.e., sweating, increased heart rate, elevated respiration).
	Example Indicator
	State the basic physiological indicators that accompany moderate to vigorous play activity (i.e., sweating, increased heart rate, elevated respiration).
2.4.3	Identify the basic components of health-related fitness.
	Example Indicator
	Draw self portraits and color the muscles used for hanging, climbing, supporting weight on hands.

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Physical Activity Behavior	
Strand 5	Responsible Behavior Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
2.5.1	Demonstrate progress toward working cooperatively and interacting with other students regardless of differences.
	Example Indicators
	Invite a peer to share opportunities for movement (i.e., take a turn, share equipment).
	Assist partner by sharing observations about skill performance during practice (i.e., peer assessment).
	Work in a triad setting without interfering with others.
	Work cooperatively with a partner to reach a shared goal during physical activity.
2.5.2	Identify and model safety practices and class procedures
	Example Indicators
	Follow directions given to the class for an all class activity.
	Work independently on physical activity tasks.
	Move safely through space (i.e., travel, without contact, through general space).
	Apply rules, procedures and safety practices with little or no reinforcement.
Strand 6	Awareness
2.6.1	Express feelings about physical activities
	Example Indicators
	Exhibit verbal and non-verbal indicators of enjoyment (i.e., cheering, smiling, high-five).
	Name physical activities that are enjoyable.
	Identify feelings resulting from challenges, successes and failures in physical activity (i.e., happy, scared, angry, sad).
2.6.2	Attempt new activities
	Example Indicators
	Continue to participate when not successful on first try.
	Try new movements and skills willingly.

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Kindergarten – Second Grade Physical Education Vocabulary

ability	jogging	score
activity	joint	sit-&-reach position
balance	jump rope	skill
body control	jumping	skipping
catch	Kicking	sliding
climbing	Landing	speed
coach	Lifting	sport
exercise	Losing	stretching
flexibility	Lunging	take-off
follow through	outdoor activity	team sport
galloping	overhand throw	throwing
game	pass a ball	taking turns
game rules	player	turning
glove	practice	twisting
goal	race	underhand throw
gymnasium	ready position	winning
heart rate	riding	
hopping	running	

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Grades 3-5

Physical Education Literacy	
Strand 1	Skills Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
5.1.1	Demonstrate mature forms of locomotor patterns and nonlocomotor skill combinations
	Example Indicators
	Develop and refine tumbling or dance sequences demonstrating smooth transitions, changes in levels and space, and changes in tempo.
	Combine locomotor patterns in time to music.
5.1.2	Demonstrate the mature forms of manipulative skills.
	Example Indicators
	Throw, kick, and strike a variety of objects (i.e., football, basketball, Frisbee, golf ball) demonstrating progress toward both accuracy and distance.
5.1.3	Demonstrate the ability to adapt and adjust a combination of movement skills in applied settings.
	Example Indicators
	Dribble with hand and/or foot while preventing an opponent from stealing a ball.
	Dribble and pass a ball to a moving receiver.
5.1.4	Demonstrate beginning skills of selected specialized movement forms
	Example Indicators
	Perform a basic dance step (i.e., tinikling, grapevine).
	Perform the chest pass (i.e., basketball).
	Field a ball (i.e., softball).
Strand 2	Knowledge Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
5.2.1	Identify and apply principles of skill development to improve and enhance performance.
	Example Indicators
	Identify and demonstrate the critical cues for manipulative skills (i.e., when throwing overhand, keep side to target).
	Demonstrate and explain the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward.
5.2.2	Demonstrate basic strategies in non-complex settings
	Example Indicator
	Demonstrate the use of offensive strategies (i.e., head fake, foot

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	fake, burst of speed, change in direction).
Strand 3	Active Lifestyle Participates regularly in physical activity
5.3.1	Participate in physical activity in both school and non-school settings.
	Example Indicators
	Participate in moderate to vigorous non-structured physical activity outside of physical education class.
	Participate in structured and purposeful physical activity both in school and non-school activities (i.e., physical education class, local community programs, before/after school programs).
Strand 4	Fitness Achieves and maintains a health-enhancing level of physical fitness.
5.4.1	Identify strengths and weaknesses based upon health-related fitness testing.
	Example Indicator
	Name one strength and one area of improvement based on results of health-related fitness testing (i.e., pushups, sit-ups, pacer, sit and reach).
5.4.2	Engage in physical activities specifically related to each component of physical fitness.
	Example Indicator
	Participate in physical activity that results in the development of health-related fitness (i.e., cardio respiratory endurance, flexibility, muscular strength and endurance, and body composition).
5.4.3	Monitor physiological indicators that accompany moderate to vigorous physical activity and adjust activity accordingly.
	Example Indicators
	Record heart rate before, during and after engaging in different types of physical activity (i.e., walking with parents, soccer practice, riding a bike, and physical education).
	Detect the physiological responses to exercise that are associated with their own levels of fitness.
5.4.4	Achieve desired levels of health-related fitness.
	Example Indicator
	Meet age appropriate health-related physical fitness criterion (i.e., FITNESSGRAM).
Strand 5	Responsible Behavior Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
5.5.1	Follow activity-specific safe practices, rules, procedures, and etiquette during physical activity
	Example Indicators
	Accept the teacher's decision regarding an infraction without displaying negative reactions.

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	Assess and take responsibility for own behavior without blaming others.
	Encourage others and refrain from disparaging statements and/or actions (i.e., no put downs, sarcasm, booing, bullying).
	Demonstrate safe practices in a variety of activities (i.e., all roll in same direction in tumbling, release bat safely after swinging at a ball).
	Exhibit good sportsmanship and fair play during physical activities.
5.5.2	Work individually and cooperatively to develop an awareness of and appreciation for individual differences.
	Example Indicators
	Cooperate with ALL class members (i.e., take turns, share equipment).
	Demonstrate respect for others' individual differences through verbal and nonverbal encouragement and assistance during physical activity
Strand 6	Awareness Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
5.6.1	Recognize physical activity as a positive opportunity for social development and group interaction
	Example Indicators
	List physical activities considered to be fun and explain why.
	Identify physical activity that can be done with others.
5.6.2	Describe the physiological and psychological benefits that result from physical activity
	Example Indicator
	Identify the effect of physical activity on body composition (i.e., amount of physical activity needed to expend calories).
5.6.3	Attribute success and improvement to effort and practice.
	Example Indicator
	Establish goals for improving fitness or a specific skill.

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Third – Sixth Grade Physical Education Vocabulary

arm & shoulder stretch	lifestyle	racket sport
athlete	lifetime activity	recreational league
athletic equipment	lifetime sport	rhythmical skill
baseball	locomotor skill	self-assessment
basketball	motor skill	serve the ball
basketball chest pass	movement control	shoot the ball
bat	movement pattern	sideling
batting	muscle soreness	skate
championship	muscular endurance	skis
competitive sport	muscular strength	soccer dribble
conditioning	net & invasion game	softball
cool-down	nonlocomotor skill	sport etiquette
course	object-control skill	sport-specific skill
court	offensive strategy	sports apparatus
curl-up	opponent	sports club
cyclist	personal challenge	sportsmanship
defensive strategy	personal space	stealing the ball
distance walk/run	physical fitness level	striking pattern
endurance	physical fitness test	swimming
endurance activity	physical injury	tennis
fielding	power	timed walk/run
fitness level	procedure	to make a play
fitness standard	professional sport	track
foot dribble	proper nutrition	training
football	pull-up	trunk twist
hand dribble	punt	warm-up
hockey	push-up	weight-bearing activity
increased heart rate	racing start	
individual sport	racket	

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Grades 6-8

Physical Education Literacy	
Strand 1	<p>Skills Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>
8.1.1	Demonstrate competency in modified versions in at least one activity from three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, tumbling/gymnastics.
	Example Indicators
	Aquatics: Swim continuously in prone and supine positions.
	Dance: Perform specific patterns and sequence; demonstrate body position; show style and etiquette in social, folk, country and/or square dance).
	Fitness Activities: Perform basic skills and techniques (i.e., demonstrate lifting and breathing techniques and safe use of equipment in weight training).
	Individual/Dual Sports: Perform skills and tactics in game-like situations (i.e., in badminton, strike shuttlecock over the net using a variety of legal strokes; demonstrate ability to rally, move toward base after shot when pulled out of position, and move opponent).
	Outdoor Pursuits: Display basic skills and safety procedures in adventure/outdoor activities (i.e., demonstrate how to hold a compass and find bearing and direction in orienteering).
	Self-Defense: Demonstrate a defensive measure to counter an attack.
	Team Sports: Perform skills and tactics in game-like situations (i.e., as quarterback, lead receiver with a catchable pass; as receiver, execute a called pass pattern and catch a catchable pass; as defensive back, maintain defensive position).
	Tumbling/Gymnastics: Design and perform sequences (i.e., combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow in tumbling, gymnastics, and/or jumping rope).
Strand 2	<p>Knowledge Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>
8.2.1	Explain principles of practice that enhance performance (i.e., select appropriate practice procedures to learn and master skills and movement patterns).
	Example Indicator
	Demonstrate knowledge of the principles of practice that

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	enhance performance (i.e., select appropriate practice procedures to learn and master skills and movement patterns).
8.2.2	Define the critical elements of more advanced movement skills.
	Example Indicator
	Detect and correct errors in personal performance (i.e., racing start in swimming).
8.2.3	Identify and apply strategies and tactics within game play.
	Example Indicator
	Explain and demonstrate game tactics (i.e., a pick-and-roll or a jump stop in basketball).
8.2.4	Explain biomechanical principles related to skill development
	Example Indicator
	State the biomechanical reason to extend the elbow in striking skills (i.e., increase radius of rotation to increase the force imparted to the ball).
Physical Activity and Fitness	
Strand 3	Active Lifestyle Participates regularly in physical activity
8.3.1	Set personal physical activity goals independently to meet needs and interests.
	Example Indicator
	Set SMART goals (Specific, Measurable, Attainable, Realistic, Timely) for improving health-related fitness (i.e., write one SMART goal for cardiovascular fitness).
8.3.2	Participate regularly in physical activities in both school and non-school settings to accomplish personal activity goals.
	Example Indicator
	Maintain a physical activity log (i.e., document progress toward achievement of personal activity goals).
Strand 4	Fitness Achieves and maintains a health-enhancing level of physical fitness.
8.4.1	Utilize criterion-referenced standards of health-related fitness.
	Example Indicator
	Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardiovascular endurance, and body composition based on the results of criterion-referenced fitness tests (i.e., <i>FITNESSGRAM</i>).
8.4.2	Explain principles of conditioning that enhance health-related fitness.
	Example Indicator
	Describe the FITT principle (Frequency, Intensity, Time, Type).
8.4.3	Achieve personal fitness based on criterion-referenced standards, taking into account variation in entry level and the long-term goal of achieving health-related fitness.
	Example Indicator

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	Meet the gender and age appropriate health-related physical fitness criterion (i.e., <i>FITNESSGRAM</i>).
Physical Activity Behavior	
Strand 5	Responsible Behavior Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
8.5.1	Participate cooperatively in physical activity with persons of diverse characteristics and backgrounds.
	Example Indicators
	Offer positive encouragement when participating with students of varying levels of skill.
	Contribute to a group goal in game play or a cooperative activity.
8.5.2	Make responsible decisions to resolve and/or avoid conflicts.
	Example Indicators
	Show self-control by accepting a controversial decision (i.e., decision made by teacher or student official).
	Handle conflicts that arise with others without confrontation.
8.5.3	Assist in establishing class rules related to safety practices and procedures.
	Example Indicator
	Analyze consequences of violation of safety rules.
Strand 6	Awareness Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
8.6.1	Analyze the physical, emotional, and social benefits of physical activity.
	Example Indicator
	Explain benefits of selected activities (i.e., jog to relieve stress, develop friends through physical activity).
8.6.2	Explore career/employment opportunities in fields related to physical activity.
	Example Indicator
	Research a job in the physical activity field (i.e., interview a personal trainer, conduct an online visit with an athletic trainer).
8.6.3	Seek personally enjoyable and challenging experiences in physical activity opportunities.
	Example Indicators
	Participate in a variety of physical activities.
	Identify new physical activities that have the potential for challenge and enjoyment.

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Sixth – Seventh Grade Physical Education Vocabulary

advanced movement
skill
aerobic
aerobic capacity
anaerobic
calisthenics
cardiorespiratory
endurance
emotional health
eye-hand coordination
fat body mass
feedback

fitness goal
health benefit
leisure activity
mental health
movement concept
muscle cramp
overtraining
overuse injury
psychological benefit
physiological benefit
range of motion
relaxation techniques

resistance training
resting heart rate
self-image
self-talk
spatial awareness
spike the ball
stress reduction
target heart rate
volleyball
weight control
weight training

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Grades 9-12

Physical Education Literacy	
Strand 1	Skills Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
12.1.1	Demonstrate competency in basic and advanced skills and tactics in at least one activity from each of three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, and team sports.
	Example Indicators
	Aquatics: Demonstrate a variety of swimming strokes.
	Dance: Demonstrate a variety of dance forms.
	Fitness Activities: Develop and perform an aerobic routine (i.e., dance, steps, resistance bands, stability balls, jogging).
	Individual/Dual Sports: Execute offensive and defensive strategies (i.e., in badminton, after each shot during a rally return to base position).
	Outdoor Pursuits: Apply skills and safety procedures in adventure/outdoor activities (i.e., navigate an orienteering course using a compass).
	Self-Defense: Demonstrate defensive positions to counter an aggressive perpetrator.
	Team Sports: Demonstrate transition from offensive to defensive strategies (i.e., in volleyball, move from 6-2 offense to middle back defense).
Strand 2	Knowledge Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
12.2.1	Apply concepts and principles of human movement to the development of motor skills and the learning of new skills.
	Example Indicators
	Identify biomechanical principles related to propelling an object (i.e., angle of release, angle of rebound).
	Perform self-evaluation of motor skills (i.e., checklist of badminton long and short serves).
	Plan a program of skill improvement based on self-evaluation.
12.2.2	Analyze movement forms and apply proper strategies and tactics to a variety of physical activities.
	Example Indicatorss
	Analyze and describe strengths and weaknesses of several

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	offenses and/or defenses (i.e., basketball zone defense).
12.2.3	Apply scientific and medical knowledge to aspects of exercise and injury prevention.
	Example Indicators
	Identify major bones and muscle groups of the body.
	Describe tissue's physiological responses to injury.
	Describe the psychological effects of injury and prevention.
	Identify and describe the structures and functions of several selected body systems (i.e., cardiovascular, respiratory, skeletal, muscular, nervous, integumentary).
	Apply principles of body mechanics and ergonomics.
Physical Activity and Fitness	
Strand 3	Active Lifestyle Participates regularly in physical activity
12.3.1	Refine skills, expand knowledge, cultivate interest and strengthen desire to independently maintain an active lifestyle.
	Example Indicators
	Analyze the benefits of regular participation in physical activity (i.e., explain the benefits of exercise as related to stress management).
	Select and participate in activities that are personally meaningful and accessible based on personal interest and capabilities.
	Participate in a variety of physical activities in both school and non-school settings.
	Demonstrate an understanding of how and why adult patterns of physical activity participation change throughout life (i.e., identify the effects of age on physical activity preferences; identify the effects of age on the physiological response to physical activity).
Strand 4	Fitness Achieves and maintains a health-enhancing level of physical fitness.
12.4.1	Demonstrate the skill and knowledge to create a fitness program based on personal needs.
	Example Indicators
	Independently design a written personal fitness and activity program which incorporates physical fitness components and principles (i.e., overload, progression, specificity, and individuality).
	Use results of fitness assessments to guide changes in a personal program of fitness and physical activity.
	Use technology to assess, enhance, and maintain participation in a program of fitness and physical activity (i.e., heart monitors, pedometers, etc.).
12.4.2	Achieve desired levels of health-related fitness.
	Example Indicators
	Participate in activities designed to improve or maintain

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	muscular strength and endurance, flexibility, cardiovascular endurance, and body composition based on the results of criterion-referenced fitness tests (i.e., <i>FITNESSGRAM</i>).
	Achieve the gender and age appropriate health-related physical fitness criterion (i.e., <i>FITNESSGRAM</i>).
Physical Activity Behavior	
Strand 5	Responsible Behavior Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
12.5.1	Initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others.
	Example Indicators
	Apply safe practices, rules, procedures, and etiquette in all physical activity settings (i.e., move around perimeter of room in counter-clockwise direction in country/western dance, yield the track to faster students).
	Resolve conflicts in responsible ways (i.e., volunteer to replay contested shot in tennis).
	Accept the responsibility for taking leadership and/or supportive roles in order to accomplish group goals (i.e., set up the safety procedures to guide a class hike over treacherous terrain).
12.5.2	Develop and implement strategies in physical activity to promote inclusion of people of varying abilities and diverse cultural backgrounds.
	Example Indicators
	Share a physical activity that is associated with a cultural background of interest.
	Create a game/activity designed to include all class members.
Strand 6	Awareness Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
12.6.1	Justify why participation in physical activity can be enjoyable and desirable.
	Example Indicators
	Explain aspects of activities that are enjoyable and not enjoyable and the causes of those feelings.
	Compare and contrast the unique benefits of various types of activities (team, individual/dual sports, dance, etc.).
	Evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.
12.6.2	Pursue lifetime physical activities that meet individual needs.
	Example Indicators
	Participate in selected physical activities alone or with friends.
	Broaden scope of physical activities.
	Enter competitive and/or recreational activities voluntarily.
12.6.3	Investigate opportunities for employment related to physical activity.
	Example Indicators

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	Analyze employment/career options in fields related to physical activity (i.e., conduct web search for sports management, professional organizations, etc.).
	Journal professional responsibilities and opportunities for employment in professions associated with physical activity.

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Eighth - Twelfth Grade Physical Education Vocabulary

abdomen
biomechanics of
movement
body composition
center of gravity
circuit training

extracurricular sport
fast-twitch muscle
health-enhancing level
of fitness
interval training
overload principle

personal fitness
program
sedentary lifestyle
slow-twitch muscle
static stretch

Health Curriculum Vocabulary Words

abstinence
nicotine
inhalants
environmental tobacco
smoke
carcinogenic

communicable disease
FDA
alcohol dependency
conflict prevention
strategy
coping strategy

emotional Health
environmental health
rehabilitation
substance abuse
tobacco dependency