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Physical Education: Pre-Kindergarten

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Pre-Kindergarten all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Pre-Kindergarten all students will:

Standards:

PE1a: discover personal and general space;

PE1b: explore moving in different ways (e.g., crawl, walk, run, hop, jump);

PE1c: explore shapes (e.g., wide, narrow, round, square), pathways (e.g., straight, curved, zigzag), balance (i.e., different body parts), levels (e.g., high, middle, low), and speed (quick, slow) in movements;

PE1d: throw, catch, and kick from a stationary position;

PE1e: explore movement through different rhythmic beats;

PE1f: demonstrate fundamental motor patterns by imitating animal movements;

PE1g: recognize basic terminology of movement (e.g., high, low, slow, fast, light, heavy, in, out, under, over, through);

PE1h: follow simple rules and safety procedures given by the teacher.

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Pre-Kindergarten all students will:

Standards:

PE2a: participate in moderate physical activities regularly (e.g., unstructured play with friends, family, or organized movement experiences for young children);

PE2b: engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration (e.g., crawling, walking, running);

PE2c: lift and support one's own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., hanging, hopping, jumping);

PE2d: demonstrate a stretch that will help increase the range of motion of a joint (e.g., perform a sit-and-reach stretch to demonstrate how to stretch the hamstrings and lower back muscles);

PE2e: demonstrate the ability to breathe slowly and deeply to relax;

PE2f: recognize that physical activity promotes good health;

PE2g: identify changes in the body (e.g., breathing, heart rate) and the importance of replenishing the body with water during physical activity.

Physical Education: Kindergarten

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Kindergarten all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Kindergarten all students will:

Standards:

PE1a: use personal, general and shared space appropriately;

PE1b: demonstrate locomotor skills (e.g., crawl, walk, run, hop, jump, gallop, slide);

PE1c: explore shapes (e.g., wide, narrow, round, square), pathways (e.g., straight, curved, zigzag, etc.), balance (e.g., weight transfer using hands, feet, and other body parts), levels (e.g., high, middle, low), and speed (e.g., quick, slow), in movements while interacting with others;

PE1d: demonstrate throw, catch, drop and catch, and kick from a stationary position;

PE1e: explore movement through different rhythmic beats;

PE1f: demonstrate fundamental motor patterns by imitating animal movements;

PE1g: follow simple rules and safety procedures given by the teacher; and

PE1h: explain how wearing proper shoes and clothing promotes safe play and prevents injury.

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Kindergarten all students will:

Standards:

PE2a: participate regularly in moderate physical activities during physical education class and recess;

PE2b: engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration (e.g., running, galloping, skipping, hopping);

PE2c: lift and support one's own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., hanging, hopping, jumping);

PE2d: demonstrate a stretch that will increase the range of motion of a joint (e.g., perform a sit-and-reach stretch to demonstrate how to stretch the hamstrings and lower back muscles);

PE2e: demonstrate the ability to breathe slowly and deeply to relax;

PE2f: recognize that physical activity promotes good health;

PE2g: identify changes in the body (e.g., breathing and heart rate) and the importance of replenishing the body with water during physical activity.

Physical Education: Grade 1

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Grade 1 all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 1 all students will:

Standards:

PE1a: demonstrate controlled locomotor skills of walking, running, jumping, and sliding in different directions;

PE1b: demonstrate basic nonlocomotor skills (e.g., turning, twisting, balancing, rolling, transferring weight, jumping and landing, stretching, curling) and perform nonlocomotor sequences alone, with a partner, or with a group of people;

PE1c: adapt kicking, striking, and throwing patterns to simple, changing environments (e.g., kicking, moving ball, throwing a friendly toss);

PE1d: demonstrate moving to a rhythmic beat by keeping time using movement skills;

PE1e: explore simple tumbling sequences that include balancing, rolling, transferring weight, and flight;

PE1f: respond to movement terminology (e.g., spin, turn, roll, skip, gallop, jog, run, throw, toss);

PE1g: use feedback to improve performance;

PE1h: follow simple rules and safety procedures consistently;

PE1i: use equipment and space safely and properly for movement; and

PE1j: describe the importance of protective equipment in preventing injury (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, clothing).

Strand:

PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 1 all students will:

Standards:

PE2a: participate regularly in moderate-to-vigorous physical activities during physical education class and recess;

PE2b: engage for short periods of time in sustained, moderate-to-vigorous physical activities that develop aerobic capacity;

PE2c: demonstrate how to warm up before and cool down after physical activity;

PE2d: engage in appropriate physical activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., climbing, hanging, taking weight on hands);

PE2e: demonstrate moving each major joint through its full range of motion;

PE2f: demonstrate breathing slowly and deeply to relax;

PE2g: describe physical activities that provide opportunities for enjoyment;

PE2h: identify how regular physical activity strengthens the heart, lungs, and muscular system;

PE2i: identify heart rate, breathing, body temperature, feelings of fatigue, and the importance of drinking water during moderate-to-vigorous physical activity.

Physical Education: Grade 2

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Grade 2 all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 2 all students will:

Standards:

PE1a: demonstrate controlled locomotor skills of hopping, leaping, skipping, and galloping;

PE1b: execute basic nonlocomotor skills (e.g., turning, twisting, balancing, rolling, transferring weight, jumping and landing, stretching, curling) and perform nonlocomotor sequences;

PE1c: throw, catch, and kick while moving during simple games;

PE1d: demonstrate moving to a rhythmic beat by combining locomotor, nonlocomotor, and manipulative movements to perform simple dance/ rhythmic sequences;

PE1e: demonstrate simple tumbling sequences that include balancing, rolling, transferring weight, and flight;

PE1f: identify terminology that describes a wide variety of fundamental motor skills and patterns;

PE1g: seek feedback to improve performance;

PE1h: learn the importance of practicing motor skills;

PE1i: recognize and follow rules (i.e., class, team, activity) and safety procedures;

PE1j: use equipment and space safely and properly for movement; and

PE1k: select and use appropriate protective equipment to prevent injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 2 all students will:

Standards:

PE2a: participate regularly in moderate-to-vigorous physical activities during physical education class and recess;

PE2b: engage in regular physical activities that develop aerobic capacity;

PE2c: demonstrate how to warm up before and cool down after exercise;

PE2d: engage in appropriate exercises that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., holding a push-up position, partial curl-up);

PE2e: demonstrate flexibility in shoulders, legs, and trunk when performing physical activities;

PE2f: demonstrate correct breathing techniques for relaxation;

PE2g: describe physical activities that provide opportunities for enjoyment and challenge;

PE2h: identify simple ways to assess physical fitness and fitness development activities;

PE2i: compare and contrast heart rate, breathing, body temperature, feelings of fatigue, and the importance of drinking water during moderate-to-vigorous physical activity.

Physical Education: Grade 3

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Grade 3 all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 3 all students will:

Standards:

PE1a: combine locomotor, nonlocomotor, and manipulative skills to perform a variety of coordinated movements;

PE1b: demonstrate eye-hand and eye-foot coordination skills using a ball and/or other objects and including following through toward a target;

PE1c: perform with manipulative and locomotor or nonlocomotor movements to a rhythmic beat;

PE1d: participate in games that involve simple ball-handling skills, running activities, and rhythmic patterns;

PE1e: support weight on hands, demonstrating extension and control (e.g., cartwheels and handstands);

PE1f: identify terminology that describes a wide variety of fundamental motor skills and patterns;

PE1g: seek feedback to improve performance;

PE1h: explain the importance of practice, attention, and effort in improving movement skills;

PE1i: explain the importance of game rules and safety procedures; and

PE1j: select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:

PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 3 all students will:

Standards:

PE2a: participate regularly in moderate-to-vigorous physical activities during physical education class and recess;

PE2b: engage in a variety of physical activities to develop and measure individual aerobic capacity using a heart-rate monitor to display heart-rate data;

PE2c: employ warm-up and cool-down procedures correctly before and after activity;

PE2d: engage in a variety of activities that develop muscular strength and endurance (e.g., modified pull-ups, trunk lifts, modified curl-ups);

PE2e: engage in a variety of activities that develop flexibility;

PE2f: demonstrate muscular tension and relaxation of the hands, shoulders, feet, and stomach;

PE2g: name leisure-time physical activities that promote cardio-respiratory endurance;

PE2h: measure levels of health-related fitness components using simple informal assessments; and

PE2i: monitor individual changes in the body and the need for water replenishment during moderate-to-vigorous physical activities.

Physical Education: Grade 4

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Grade 4 all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 4 all students will:

Standards:

PE1a: demonstrate combinations of motor skills, adapting to the demands of a fluid, game-like situation (e.g., changes in speed during dynamic situations);

PE1b: demonstrate eye-hand and eye-foot coordination using a ball and other objects (e.g., batting off a tee, catching a pass on the run);

PE1c: demonstrate combinations of motor skills and patterns in a variety of rhythmic/dance-related activities (e.g., tinikling, step to ¾ time, electric slide);

PE1d: apply movement concepts to sequenced gymnastic routines with smooth transitions both alone and with others;

PE1e: recognize terminology that is used in a variety of sports/games and rhythmic/dance activities;

PE1f: demonstrate peer assessment;

PE1g: identify principles of practice and feedback to improve movement performance;

PE1h: compare rules and safety procedures of lead-up games; and

PE1i: select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:

PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 4 all students will:

Standards:

PE2a: participate regularly in moderate-to-vigorous physical activities during physical education class and recess;

PE2b: engage in a variety of physical activities to develop and measure individual aerobic capacity using a heart-rate monitor to measure heart rate before, during, and after activity;

PE2c: perform warm-up before and cool-down after activity;

PE2d: use fitness activities to develop and measure body strength and muscular endurance (e.g., curl-ups, push-ups);

PE2e: use fitness activities to develop and measure flexibility;

PE2f: demonstrate diaphragmatic breathing and muscle tension and relaxation techniques;

PE2g: recognize how physically active lifestyles can promote health and inactive lifestyles can contribute to major lifestyle diseases;

PE2h: participate in simple, informal, self- and peer assessments of health- and skill-related physical fitness;

PE2i: monitor and begin to adapt individual level of physical activity and hydration based on changes in the body occurring during moderate-to-vigorous physical activity.

Physical Education: Grade 5

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Grade 5 all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 5 all students will:

Standards:

PE1a: demonstrate combinations of motor skills, adapting to the demands of fluid, game-like situations (e.g., changing speed during dynamic situations);

PE1b: demonstrate eye-hand and eye-foot coordination using a ball and other objects (e.g., batting off a tee, catching a pass on the run);

PE1c: demonstrate combinations of motor skills and patterns in a variety of rhythmic/dance-related activities (e.g., creative, folk, and line dances);

PE1d: create and perform a simple gymnastic sequence, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow;

PE1e: identify common phases of a movement pattern (e.g., preparation, movement, follow-through, or recovery) in a variety of movement skills (e.g., tennis serve, handstand, and free throw);

PE1f: use simple cues to improve personal performance and provide feedback to others in selected specialized motor skills (e.g., making a triangle to set a volleyball);

PE1g: distinguish between sufficient and insufficient practice when learning skills;

PE1h: compare and contrast rules and safety procedures of lead-up games; and

PE1i: select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 5 all students will:

Standards:

PE2a: participate regularly in moderate-to-vigorous physical activities during physical education class and recess;

PE2b: set personal health-related fitness goals based upon participation in a formal assessment using the adopted DoDEA Physical Fitness Assessment Program;

PE2c: engage in physical activities directly related to a personal goal for aerobic capacity development using a heart-rate monitor to stay within one's target heart-rate zone;

PE2d: explain the benefits of and demonstrate proper warm-up and cool-down activities;

PE2e: engage in physical activities directly related to personal strength and muscular endurance development goals and explain their importance to physical activity participation;

PE2f: engage in physical activities directly related to a personal goal for flexibility and explain the importance of flexibility/range of motion in relation to injury prevention;

PE2g: demonstrate diaphragmatic breathing and progressive muscular relaxation;

PE2h: identify leisure-time fitness-related activities available for youth in the community; and

PE2i: adapt individual level of physical activity and hydration based on changes in the body occurring during moderate-to-vigorous physical activity.

Physical Education: Grade 6

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Grade 6 all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 6 all students will:

Standards:

PE1a: apply basic strategic and tactical skills in modified sport, cooperative, and individual activities;

PE1b: demonstrate accuracy and control in throwing, striking, and hand-and-foot dribbling;

PE1c: display proper techniques for locomotor, nonlocomotor, and manipulative skills in a variety of individual, dual, cooperative, rhythmic/dance/gymnastic activities;

PE1d: use correct terminology associated with modified sports and cooperative/challenge activities;

PE1e: make appropriate changes in performance based on feedback to improve skills;

PE1f: include principles of practice in a plan to improve skills;

PE1g: demonstrate and articulate the importance of following rules and safety procedures; and

PE1h: select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing.

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 6 all students will:

Standards:

PE2a: define the FITT Principle as it is related to physical fitness development;

PE2b: compare physical activity opportunities in the community to personal interests and capabilities;

PE2c: compare personal health- and skill-related fitness to physical fitness qualities needed to perform selected physical activities;

PE2d: plan ways to incorporate personal fitness development activities into one's weekly routine;

PE2e: measure intensity of participation in aerobic activities using a heart-rate monitor and manual methods; and

PE2f: perform appropriate stretching activities as part of warm-up and cool-down for specified sports and physical activities.

Physical Education: Grade 7

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Grade 7 all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 7 all students will:

Standards:

PE1a: apply combinations of specialized motor skills and patterns with basic strategic and tactical skills in a variety of modified sports and other activities;

PE1b: demonstrate critical elements in specialized skills related to sports (e.g., overhand throw for distance/force, serving and bumping a volleyball, shooting a basketball, shooting a lay-up, forehand and backhand striking with a racquet or club, batting);

PE1c: perform selected folk, country, square, line, creative, rhythmic gymnastics, and/or aerobic dances;

PE1d: use correct terminology associated with modified sports and cooperative/challenge activities;

PE1e: monitor change in the development of movement skills in order to improve performance;

PE1f: take responsibility for monitoring practice and progress;

PE1g: demonstrate and articulate the importance of following rules and safety procedures; and

PE1h: select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 7 all students will:

Standards:

PE2a: analyze personal data on moderate-to-vigorous physical activity performed at school, at home, and in the community gathered using a pedometer;

PE2b: participate regularly in physical activity opportunities in school, at home, and/or in the community;

PE2c: analyze personal health-related fitness based on results of participation in DoDEA Physical Fitness Assessment Program;

PE2d: set personal heath-related fitness goals based on assessment results and periodically monitor progress;

PE2e: monitor heart rate during aerobic activities for time below, above, and in the target heart-rate zone using a heart-rate monitor; and

PE2f: demonstrate appropriate individual stretching techniques as part of warm-up and cool-down for specified sports and physical activities.

Physical Education: Grade 8

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In Grade 8 all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 8 all students will:

Standards:

PE1a: adapt combinations of specialized motor skills and patterns, competently, in modified versions of individual, dual, and team sports and other activities;

PE1b: demonstrate, without cue, critical elements in specialized skills related to sports (e.g., overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racquet or club, batting);

PE1c: design and perform sequences of dance steps/movements/rhythmic gymnastics with intentional changes in speed, direction, and flow;

PE1d: use correct terminology associated with modified sports and cooperative/challenge activities;

PE1e: set goals and monitor change in the development of movement skills in order to improve performance;

PE1f: create and monitor activities that provide practice of selected skills to improve performance (e.g., practice with nondominant hand, practice

specific game situations, practice jumps and cartwheels in both directions);

PE1g: assume responsibility for following rules and safety procedures in all physical activities; and

PE1h: select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 8 all students will:

Standards:

PE2a: use the FITT Principle to analyze a daily log for all levels of physical activity performed throughout the week in school, at home, and in the community;

PE2b: analyze physical activities available for youth within the community that match personal interests and provide lifelong health benefits;

PE2c: demonstrate activities that measure and develop each component of one's health- and skill-related fitness goals;

PE2d: design and implement a personal three-week plan to achieve reasonable health and/or skill-related physical fitness goals and evaluate one's progress;

PE2e: compare and contrast the use of heart-rate monitors and manual methods in maintaining intensity of aerobic activity within one's target heart-rate zone; and

PE2f: demonstrate competency when performing individual and partner stretching as part of a warm-up and cool-down for specified sports and physical activities.

Physical Education: Required Personal Fitness (9–12)

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In the Personal Fitness course all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In the Personal Fitness course, all students will:

Standards:

PE1a: demonstrate proper form and execution of warm-up and cool-down exercises specific to selected physical fitness development activities;

PE1b: demonstrate proper muscle-stretching techniques in flexibility development activities;

PE1c: demonstrate proper posture and training techniques in muscular strength and endurance activities; and

PE1d: demonstrate proper posture and training techniques in aerobic fitness activities.

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In the Personal Fitness course, all students will:

Standards:

PE2a: engage in a self-assessment of health- and skill-related fitness;

PE2b: analyze fitness assessment data, set goals, and implement a personal plan for physical fitness development;

PE2c: apply FITT (frequency, intensity, time, and type) training principles to aerobic fitness development activities based on personal fitness goals;

PE2d: evaluate personal fitness development plan and progress toward achievement of personal fitness goals;

PE2e: analyze the relationship of aerobic fitness (cardiovascular and cardio-respiratory) to disease prevention and heart-rate recovery after vigorous physical activity;

PE2f: record and analyze progress in reaching personal fitness development goals in a muscular stretching and strengthening program;

PE2g: record and analyze progress in reaching personal fitness development goals in an aerobic fitness development program;

PE2h: examine how physical fitness development can promote health and wellness throughout life;

PE2i: identify reliable sources of fitness-related information on the Internet;

PE2j: measure personal body composition and distinguish the important functions of lean and fat body mass;

PE2k: examine the relationship between proper posture, body mechanics, and efficient movement in selected physical fitness activities; and

PE2l: identify physical exercises that can be harmful to the body and explain why they should be avoided (e.g., neck circles, deep knee bends, double leg lifts, back arching).

Physical Education: Required Lifetime Sports (9–12)

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In the Lifetime Sports course all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Application of movement concepts and procedures is needed to perform a variety of physical activities. In the Lifetime Sports course, all students will:

Standards:

PE1a: demonstrate competency in basic skills in a few lifetime sports;

PE1b: evaluate personal progress towards skill competency;

PE1c: analyze and adjust performance using informal self- and peer assessment;

PE1d: set realistic, personal skill development goals;

PE1e: monitor progress and modify strategies for achieving personal lifetime sports skills goals; and

PE1f: demonstrate skill in applying rules and strategies in a few lifetime sports.

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In the Lifetime Sports course, all students will:

Standards:

PE2a: engage in a variety of lifetime sports that promote personal health and fitness goals, documenting frequency, duration, and reasoning;

PE2b: develop personal warm-up and cool-down procedures tailored for specific lifetime sports;

PE2c: apply appropriate stretching and strengthening exercises in preparation for lifetime sports participation;

PE2d: analyze fitness level conditioning procedures associated with readiness for lifetime sports participation;

PE2e: demonstrate appropriate body alignment and breathing when performing lifetime sport skills;

PE2f: analyze common lifetime sports injuries and their prevention and treatment;

PE2g: assess lifetime sports opportunities available for school-age youth in the community; and

PE2h: modify rules, equipment, facilities to meet varying conditions for lifetime sports participation.

Physical Education: Required Physical Activity and Nutrition (9–12)

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In the Physical Activity and Nutrition course all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Patterns

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In the Physical Activity and Nutrition course, all students will:

Standards:

PE1a: plan and implement a personal/group physical activity learning project, focusing on an alternative to traditional sports;

PE1b: demonstrate knowledge and movement skill readiness in an activity that is an alternative to traditional sports;

PE1c: demonstrate conditioning activities that develop the basic fitness qualities needed to perform a selected alternative physical activity; and

PE1d: self-assess performance of alternative physical activity skills and evaluate and adjust alternative physical activity learning plan.

Strand:
PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In the Physical Activity and Nutrition course, all students will:

Standards:

PE2a: identify the health and fitness benefits of selected alternative physical activity;

PE2b: evaluate personal fitness requirements for participation in selected alternative physical activity;

PE2c: understand the relationship of caloric intake, energy expenditure, and weight management;

PE2d: analyze personal energy balance by documenting personal food intake and daily physical activity, using food and activity diaries; and

PE2e: identify ways to balance nutritional needs with physical activity energy expenditure.

Physical Education: Elective Physical Education (10–12)

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:
PESK Personal and Social Development Skills

The student applies responsible personal and social development skills in a physical activity setting. In the Elective Physical Education course all students will:

Standards:

PESK1: participate fully and communicate cooperatively with others;

PESK2: perform activities safely and follow rules of etiquette and ethical behavior;

PESK3: display age appropriate self-control and discipline;

PESK4: display a willingness to receive and use feedback to improve performance;

PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PESL6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PESK7: display an interest in and assist and encourage others' efforts;

PESK8: display behaviors that are supportive and inclusive;

PESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PESK10: adjust behavior to prevent/reconcile conflicts.

Strand:
PE1 Motor Skills and Movement Training

Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In the Elective Physical Education course all students will:

Standards:

PE1a: use specialized skills of selected sports and activities with increased complexity;

PE1b: refine personal skill level in selected forms of movement and motor skills to enhance performance;

PE1c: evaluate skill proficiency in selected sports and activities and set personal goals for improvement;

PE1d: use self- and peer assessment to analyze and then adjust performance;

PE1e: link strategies to skill development, greater success, and enjoyment;

PE1f: use more complex terminology, rules, and strategies in selected sports and activities.

Strand:

PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In the Elective Physical Education course all students will:

Standards:

PE2a: participate in selected sports and physical activities to maintain or improve fitness level;

PE2b: evaluate personal fitness readiness for participation in selected sports or activities;

PE2c: explain specific training principles as they relate to their selected sport or activity; and

PE2d: show relationships and draw conclusions of fitness goal achievement to selected sports and activities.