

Appendix F

GRADE LEVEL GUIDELINES: CURRICULUM BENCHMARK EXAMPLES

The annual goals are measurable and whenever appropriate relate to enabling the student to be involved and progress in the general physical education curriculum. Every goal should state a specific skill to be learned. An example of a measurable goal is "By- date, student will dribble an junior basketball with one hand a distance of 15', on two of three opportunities, as observed and recorded by the APE teacher. Benchmarks should be specific, incremental and measurable (e.g., what could you expect the student to accomplish in three months six months and nine months). The benchmarks should be consistently measured with the general education reporting period unless there is a request for an IEP review prior to a reporting period.

The benchmarks should consider five things: when, condition, who, new or replacement behavior and measurement. **When** is the date. The use of regular school reporting periods is used. The **condition** refers to phases such as, with three teacher prompts, independently, spontaneously after modeling, when given adult direction, when given verbal direction, following a demonstration, when asked to imitate, etc. The **who** is the student. The new or replacement **behavior** uses keynote words and phrases such as, will demonstrate, complete, follow directions, take turns, remain engaged, give eye contact, make a choice, respond verbally, touch a switch, bounce a ball, catch a ball, participate in a game and the like. **Measurement** includes minutes, percent accuracy, number of days, times and interactions per sessions and work rate.

The following section gives the physical education framework goals, grade examples and ideas for benchmarks for each grade level. This is to be used as a guide with the adapted physical education teacher, general physical education teacher, classroom staff or parent adapting each idea to meet the needs of the student. The benchmarks are suggested starting points for thought. It is important for the reader to move in and out of grade level benchmarks getting ideas and then developing them to suit the needs of the individual student.

Note that that standards used are those developed for the 2002 Adapted Physical Education Guidelines and are reflective of the *Physical Education Model Content Standards for California Public Schools, 2005*, but are not identical. Refer to Appendix E for the alignment of the curriculum standards.

GRADES PRE-K-K:

“How We Move Our Bodies Through Space

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<p>Students in Early Childhood Education will meet the standard by working in small groups and independently and will be able to:</p> <ul style="list-style-type: none"> • Act upon movement directions. • Body part identification. • Begin to explore personal space. • Engage in simple action songs and rhymes. • Move in non-locomotor ways: twist, turn, pivot, bend, rise, fall, swing, sway, stretch. • Move with objects, trap, toss, catch, throw, kick, strike, bounce and catch to self. • Rolling a ball to a partner sitting, kneeling, or standing. • Catch a tossed ball with hands, arms and chest. • Move in locomotor ways. <u>Even Beat</u>: crawl, creep, walk, run, jump and hop. • Move in locomotor ways. <u>Uneven Beat</u>: gallop, slide, leap and skip. • Travel through space without bumping into others and without losing control. • Move in sequence to a common beat • Balance while bending, twisting and stretching. • Strike a stationary ball with any part of the body. • Walk, run, maneuver a wheelchair or use special equipment with proper form.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Identify various parts of the body and their location, e.g., arms, legs and hands. • Identify fundamental movement patterns. • Identify and begin to use the technique employed to soften the landing in jumping. • Static and dynamic balance. • Be exposed to directional and positional terms such as over, under, forward and backwards, right and left, and up and down, around and move in relation to their body in space.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Physical fitness encompasses cardiovascular fitness, strength, endurance, flexibility and body composition. • Motor fitness translates to, agility, balance, coordination, power and speed. • Provide opportunities to experience personal feelings of success and achievement. • Interpret their environment through play. • Recognize that exercise is good for one's health and is fun. • Sustain moderate to vigorous physical activity. • Identify nutritious foods or state if it is nutritious or not when given a food. • Awareness of his/her heart beating fast during physical activity, also understand the concept of sweating as a good thing.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Have opportunities to take turns, share equipment. • Form simple shapes such as a circle and a line. • Sequence simple actions to music, nursery rhymes and stories. • Experiment with objects such as milk cartons, plastic jugs,

Note: All statutory citations apply to the California Education Code unless otherwise stated.

	buckets, bean bags, creatively shaped balls, plastic toys and stuffed animals to demonstrate space.
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SELF-IMAGE AND PERSONAL DEVELOPMENT	
<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Play and work in personal space without interfering with others. • Follow adult-delivered rules. • Respond to rule infractions when reminded. • Handle and care for equipment in safe and appropriate fashion. • Awareness of peers; takes cues from peers. • Identify personal space and "take it" with them in general space. • Awareness of implements and force applied to balls, frisbees, and beanbags, etc.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Development of simple skills for recreation involvement, including following simple directions, initial perceptual abilities such as differentiation, eye-hand coordination and ocular tracking. • Beginning of directionality, reception and propulsion skills. • When playing in backyard or local playground equipment, parents are to remember a few basic skills such as: rolling, crawling, creeping, sitting, standing, walking, grasping, holding, releasing, pushing, pulling, lifting, bending, sliding, and swinging.

GRADES PRE-K:
“How We Move Our Bodies Through Space”

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Chooses playmates without regard to personal differences (e.g., race, gender disability). It should be noted that at this age students will pick friends it is important for the teacher to set the environment that does not allow for "put downs." "Highlight Kids" are students that have chosen the opposite gender as a partner. • Participation in activities without interfering with others. • Take turns with a partner or small group using a piece of equipment with teacher prompting. • Interact with playmates without regard to personal differences (e.g., race, gender, or disability). • Develop individual responsibility and getting along with others.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Traditional holidays from around the world are introduced through movement, e.g., striking a pinata, simple movements to ethnic music and spinning a top. • Family, relatives and friends share simple games and dances with the class. • Play toss with a soft globe ball and briefly point out where they live. • Use pathways to cooperatively piece together a puzzle map.

GENERAL TEACHING STRATEGIES

1. Keep the movements simple.
2. Select an activity that your particular group of students can accomplish in a short period of time so that they will experience success of their first try and will look forward to the next activity.

3. Have the students do the activity first without music, if the students are going to pat their legs and then their heads, for example, do the sequence several times until they can do it comfortably. Then add the music.
4. At first, have the students sit or stand in one spot; moving about will be more difficult for them.
5. Give the students the opportunity to try the movement to their own timing, before involving the whole group.
6. Use bilateral, symmetrical movements first (both sides of the body doing the same thing at the same time).
7. Repeat each movement 8 to 16 times to assure that all the students master the movement.
8. Try not to call attention to the students who are not performing "correctly," because this causes self-consciousness and embarrassment and children become "turned-off" to the activity at hand.
9. Work only with the steady beat.
10. Avoid clapping hands and stomping feet. These are difficult coordination activities for young children. Instead, have students gather in and tap with the tip of their fingers on body parts to help internalize the beat.
11. Avoid giving directions that indicate "right" or "left." Allow each student to decide which side he or she wants to start. You can say for example, "one side" and "the other side," or "first side" and "second side."

GRADE ONE:
“Children Move Through Space and Time”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Skill themes such as throwing, kicking, rolling, striking, bouncing and catching, dribbling and volleying. • Travel and change direction quickly and safely in response to a signal. • Identify and demonstrate four characteristics of a correct throw both one and two-handed. • Kick a ball rolled to them. • Toss and catch a ball individually or with a partner, begin to assess the quality of movement. • Travel in relationship to objects: over, under, behind and through. 	<ul style="list-style-type: none"> • Develop awareness of the concepts of space, time, and effort through movement experiences. • Locomotor activities include: hopping, galloping, marching and sliding to specific rhythms. • Non-locomotor movements include balances, lifting and carrying, starting and stopping, swinging, curling, dodging. • Manipulate objects: roll, toss underhand, bounce with two hands, retrieve, stationary kick. • Simple dances in columns and circles.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Place the body and limbs in different positions, demonstrating high, middle (medium) and low levels. • Move backward and change direction safely without falling. • Balance on a variety of body parts. • Describe "how to" hop, gallop slide, etc 	

<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Recognize changes in their bodies, such as changes in height and weight. • Identify oxygen and food as fuel to supply the body with energy. • Engage in sustained physical activity that causes an increased heart rate and deeper breathing. • Understand the differences in others skills, e.g., some people are fast in short distances; others run slower but farther.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Show interest in trying new movement activities and skills. • Identify how the body feels during different kinds of physical activity. • Participate in a wide variety of physical activities outside the physical education and adapted physical education class.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Realize consistent patterns of expected behaviors in time intervals on playground. • Use equipment safely and responsibly. • Develop responsibility for expected behaviors on the playground and in the classroom. • Stop activity immediately at the signal to do so.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Make choices while participating in movement related activities during recess or lunch. • Perceptual motor skills enhanced. • Development of balances, fine motor and differentiation of body parts. • Ability to choose worthwhile leisure-time activity when with parents and friends; e.g., shall we throw the dog a ball or play on the swing? Shall we slide down the equipment or ride the tricycle?

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work in a group setting without interfering with others. • Take turns and share a piece of equipment. • Interact positively with others regardless of personal differences. • Offer "put ups" to others. • Recognize it's OK that someone might be more skilled than someone else.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Identify variations in games and activities played in classmates' homes and neighborhoods. • Playing partners toss to various types of ethnic music. • Understanding historical perspectives, i.e., marbles (Germany was the center of the world marble trade originally made from chips of marble, cheaper versions were of baked clay and glass. Marbles were known in pre-Christian Rome).

GRADE TWO:
“My Partner And I And How We Move Through Space”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Demonstrate skills of chasing, fleeing and dodging in a variety of situations. • Jump in a self-turned rope repeatedly forward and or backwards. • Skip, hop, gallop, jump and slide in a variety of situations. Combine locomotor patterns in time to music using a 4/4 beat • Strike a ball repeatedly with a hand or paddle, and be able to dribble off a wall. • Receives and sends an object in a continuous motion. • Balances, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts. • Beginning two/four square.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Know and begin to describe the difference between walking, jogging, running, hopping, skipping, walking on tip toes, galloping and sliding and identify when watching others. • Experience increase and decrease (fast and slow) in speed by using locomotor and manipulative skills appropriately. • Demonstrate the qualities of space, time, force and flow when performing a variety of locomotor skills.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Understanding movement is important as a means for exercise fitness. • Support body weight for momentary climbing, hanging, and taking weight on hands. • Demonstrate flexibility by moving each joint through a full range of motion. • Participate in sustained physical activity in physical classes and on the playground.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in a wide variety of physical activities outside the physical education class. • Identify feelings resulting from challenges and successes in physical activity. • Interpret an experience through movement (creative movement, dance, visualization, for instance)

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Self-discipline: self-control in relation to self, other persons, and objects. • Apply rules, procedures, and safe practices with little reinforcement. • Use equipment and space safely and properly. • Respond positively to an occasional reminder about a rule infraction. • Practice specific skills as assigned until the teacher signals the end of practice. • Stops activity and control the equipment immediately at the signal to do so.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participates in a wide variety of activities that involve locomotion, non-locomotion and manipulation of objects outside of physical education class. • Seeks participation in gross motor activity of moderate to vigorous in nature, at home and in the community.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work cooperatively with another to complete an assigned task. • Assist a partner by sharing observations about skill performance during practice, using simple criteria. • Resolve conflicts in socially acceptable ways. • Treat others with respect during play.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Describe how contemporary, successful local personalities have made a positive difference through physical activity. • Cut out old sports magazines and make a collage of favorite sports. • Understanding historical perspectives, i.e., quoits probably developed from the Greek sport of discus throwing and spread with traders. Quoiting leagues are a familiar part of social life in Scotland and England and were introduced to the United States during colonial times. Horseshoe pitching and variations of that game have largely replaced the original version of quoiting.

GRADE THREE:

“Continuity and Change in Movement”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a sequence of physical activities and movement patterns that match appropriately (rhythm, speed, emotion, etc.) to a selection of music. • Dribble a ball continuously, using the hands or feet for control in place and moving around. • Use a variety of body shapes, levels, and pathways in simple sequences of movement. • Balance with apparatus, balance inverted (upside down), balance on body parts, partner balances. • Manipulation: elementary striking skills (refined), dribble, volley. • Movement concepts at this point are: <table style="width: 100%; border: none;"> <tr> <td>Forward/Backward</td> <td>Over/Under</td> <td>Off of</td> <td>Wandering</td> <td>Across</td> </tr> <tr> <td>Counterclockwise</td> <td>Clockwise</td> <td>Quick</td> <td>Right/Left</td> <td></td> </tr> <tr> <td></td> <td>Sideways</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Heavy/Light</td> <td>In Front/Behind</td> <td>Through</td> <td>Diagonally</td> <td>Up/Down</td> </tr> <tr> <td>Around/Through</td> <td>Loud/Quiet</td> <td>Next To</td> <td>Hard/Soft</td> <td>Middle</td> </tr> <tr> <td>Straight/Zigzag</td> <td>On Top Of</td> <td>Fast/Slow</td> <td>Weak/Strong</td> <td></td> </tr> <tr> <td></td> <td>High/Low</td> <td></td> <td></td> <td></td> </tr> </table> 	Forward/Backward	Over/Under	Off of	Wandering	Across	Counterclockwise	Clockwise	Quick	Right/Left			Sideways				Heavy/Light	In Front/Behind	Through	Diagonally	Up/Down	Around/Through	Loud/Quiet	Next To	Hard/Soft	Middle	Straight/Zigzag	On Top Of	Fast/Slow	Weak/Strong			High/Low			
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<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize similar movement concepts in a variety of skills. For example, an underhand movement can be used in a variety of activities. • Identify critical elements of locomotor movement. • Use feedback to improve performance. • Understand stop and start movement. • Learn to focus on important cues and adjust movement to specific situations. 																																			

<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Understand strength and fitness benefits from various types of exercise. • Understanding the importance of cardiorespiratory exercise. • Understanding the importance of flexibility. • Identify the components of health-related fitness. • Describe the importance of warm-up and cool-down as a part of aerobic activities. • Participate in aerobic activity for extended periods of time (ten minutes, for example). This should be during class and during free time.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Identify benefits gained from participating in physical activity • Participate in regular physical activity that encourages appropriate social interactions • Use physical activity as a means of self-expression.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work independently and on task during physical education activities • Follow rules, procedures, and etiquette with minimal adult direction. • Understand gender differences and how this effects growth rates. • Engage with all members of the class and not just with special friends.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Awareness of opportunities in physical activities in the community with regards to his/her disability. • Regularly participates in physical activity for developing a healthy lifestyle • Identifies at least one activity to participate in on a regular basis.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Gaining a respect for others; understanding of play and assist each other in activities • Continuity and change is addressed through the study of how the student's ability to move has changed throughout his or her life. • Play cooperatively in small groups of three to five with minimal adult support • Work productively with partners toward a goal. • Invite a peer to take a turn at an apparatus unit before repeating a turn. • Identify and accept differences in each other's physical performance.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Circle dances from around the world. • Explain how their physical education program has changed since kindergarten. • Music and dance with stories from the class. • Games from around the world. • Understanding generation relationships, i.e., games did your grandparents played.

GRADE FOUR:
“Manipulating Objects In and Through Space”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Throw, catch, strike, and kick using mature form. • Dribble and pass in basketball related activities. • Balance with control on a variety of objects (balance board, large apparatus, stilts). • Develop and refine a gymnastics tumbling sequence demonstrating smooth transitions. • Develop a creative dance sequence and refine it into a repeatable pattern. • Using correct form jump and land for height and distance. • Transfer weight from feet to hands at fast and slow speeds, using large extensions (e.g., mule kick, handstand, cart wheel).
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Understand that repetition improves performance. • Emphasis is on learning the correct technique rather than the result. • Be ready to take initiative/demonstrate leadership. • Create chances to process quickly by developing movement opportunities.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Engage in appropriate activity that results in the development of muscular strength, endurance and good nutrition. • Maintain continuous aerobic activity for a specified time and activity (12-15 minutes). • Support, lift, and control body weight in a variety of activities. • Participate regularly in physical activity to improve physical fitness. • Develop more complex dances.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Learning to appropriately respond with success and failure in experiences. • Participate regularly in a physical activity that develops a healthy lifestyle. • Describe healthful benefits that result from their regular and appropriate participation in physical activity. • Identify opportunities in the community to participation in physical activities. • Participation on a regular basis in at least one physical activity. • Design games, gymnastics and dance sequences of personal interest.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Assess their own performance problems without blaming others. • Accept decisions regarding a rule infraction without displaying a negative reaction. • Act in a safe manner during physical activity. • Work independently and on task in small groups. • Demonstrate good sportsmanship by playing according to the rules, accepting the decisions of officials and congratulating their opponents no matter what the outcome of the game.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Describe local opportunities in movement related activities influenced by demographics. • Participates in non-school sports. (Examples are baseball, soccer, football, ice hockey, jazz dance and swim team. Participation may be after school or in the summer.) • Encourage other family members to engage in hiking, roller blading, walking and other physical activities to develop family unity.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to lead or follow while working cooperatively with partner or small group. • Recognize the fundamental strategies in simple games. • Recognize the attributes that individual differences can bring to group activities.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Activities reflect ethnic groups represented in California population: Hispanic, Native American, Asian, Irish, Italian to name a few. • Report on local sports and recreational opportunities. • Describe and participate in activities of different national, culture, and ethnic origins. • Understanding historical perspectives, i.e., Chinese rope-kicking (a popular game in China it's a version of the English favorite, "high water-low water").

GRADE FIVE:

“Manipulating Objects With Accuracy And Speed”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Manipulate objects with accuracy and speed with relationship to boundaries. • Combine movement skills in applied settings. • Develop specialized movement skills. • Pass a ball or other object to a moving player in dynamic situations. • Cooperative games with emphasis on more than two skills. • Contemporary line dances set to music using a 4/4 beat. • Understand offensive and defensive play.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Use information from internal, (self-evaluation) and external (peers and teachers) sources to improve performance. • Use fundamental strategies in modified sports-related games. • Understand simple principles of practice and conditioning that enhance performance.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Participate in a variety of health-enhancing physical activities in both school and non-school settings. • Assess their personal health-related fitness and set goals to meet standards of health-related fitness. • Meet current health-related fitness standards as defined by modified fitness tests. • Understand that different body types are more effective at certain movement skills and activities. • Identify how to balance food intake with physical activity. • Understand the relationship of calories in/calories Out to body composition.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Describe opportunities in the school and community for regular participation in physical activity. • Participate daily in some form of health-enhancing physical activity. • Describe and demonstrate movement activities and ways of using the body to communicate ideas and feelings.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Distinguish between acts of courage and reckless acts. • Follow game rules independently and with adult support. • Participate in establishing rules and procedures that are safe and effective for specific activities and environments.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participates in outdoor recreational activities at local facilities or areas. • Utilize table games to enhance leisure time. • Increase socialization through participating in aerobic dance. • Increase constructive use of leisure through participation in an activity that can be done at home using video format. • Participate in running, jogging, and walking activities throughout the community.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Teach an activity or skill to partners or a small group of peers or younger children. • Demonstrate fairness in games and activities. • Putting yourself in another's place, how would you feel if you used a wheelchair or was too small to reach a basket. • Understand the concept of empathy.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Activities throughout the world could be discussed. • Develop historical perspectives, i.e., the Olympic Games encompass which sports and which countries usually do the best and why? • Jeu de Boules from France, Bocce originating in Italy, Qui lies adapted from the old French or Tlachthi from Spain can be researched and played.

GRADE SIX:

“Cooperative Effort Toward Achieving A Common Goal”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Throw a variety of objects, demonstrating both accuracy and force both with one hand and two. • Perform tumbling and dance sequences that combine traveling, rolling, balancing and transferring weight into smooth flowing sequences. • Keep an object going continually with a partner, using a striking pattern. This can be done with the body or with a racquet or trainer volleyball, manipulate the boundary for success.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize and correct errors in personal movement patterns. • Identify the basic locomotor, non-locomotor, and manipulative skills that enhance performance. • Provide constructive feedback to a partner.

<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Instructor keeps a record of heart rate before, during and after a vigorous physical activity. • Engage in physical activity at the target heart rate for a minimum of 20 minutes. Identify proper warm-up and cool-down techniques and the reasons for using them. • Demonstrate activities designed to improve and maintain muscular strength, endurance, flexibility, cardiovascular functioning, and proper body composition (the five health components of fitness).
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in a variety of physical activities, both in and out of school based upon individual interests and capabilities. • Use time wisely when given the opportunity to practice and improve performance. • Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Remain on task without close teacher monitoring. • Use time wisely when given the opportunity to practice and improve performance. • Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Choose to exercise at home for personal enjoyment and benefit. • Participate in games, sports, dance and outdoor pursuits both in and out of school based on individual interests and capacities. • Identify opportunities close to home for participation in different kinds of activities. • Make suggestions for modifications in a game or activity that can aid his/her inclusion.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Design and play small-group games that involve cooperating with others (peers and non-disabled peers). • Make suggestions for modifications in a game or activity that can improve the game to enhance "fair/equal" participation for all. • Recognize the role of games, sports and dance in getting to know and understand theirs with individual likeness and differences. • Appreciate style differences of movement activity.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Dances of contemporary cultures, whose origins are studied in ancient civilizations, simple movements extract the essence of the dance. • Dance to a 4/4 beat and takes turns as a drummer to pound out the beat. • Understanding historical perspectives, i.e., hoops (The Greeks set great stones by hoop rolling as a healthy exercise for people with a weak constitution: it was recommended by Hippocrates, the great physician in one of his treatises on medicine, about 300 BC).

GRADE SEVEN:

“Providing Challenges And Making Decisions Through Activities Which Involve Risk”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Adapt and combine locomotor, non-locomotor and manipulative skills to meet the demands of increasingly complex movement activities. • Perform a variety of simple folk and square dances. • Demonstrate beginning skills for net or other types of games. • Explore combatives, aquatics and adventure activities.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize general characteristics of movement that can be applied to specific settings. • Apply basic offensive and defensive strategies in simple settings • Apply scientific principles to individual/dual sports.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Participate in vigorous activity for a sustained period of time (at least 20 minutes) at least three times per week, while maintaining a target heart rate. • Establish and monitor personal physical activity goals. • Assess, set and meet current health-related fitness standards as defined by fitness testing. • Identify the impact of such factors as nutrition, relaxation, stress and substance abuse on the body's ability to participate in physical activity.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in games, sports, dance and outdoor pursuits, both in and out of school, based upon individual interests and capabilities. • Describe the relationship between a healthy lifestyle and physical, emotional and social well-being. • Explore modified introductory outdoor skills suited to the student's environment.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Accept and respect decisions made by game officials--whether they are students, teachers or referees. • Demonstrate appropriate sportsmanship. • Understand that the quality of life is enhanced due to tension and stress releasing effects of physical activity.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Rotate through a circuit training program that offers individual tasks and small cooperative activities that foster fitness skills. • Develop individual journals to record i best performances in a variety of activities. • Work with the family to develop games and specific game nights at home.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work cooperatively and productively in a group to accomplish set goals in both cooperative and competitive activities. • Handle conflicts that arise with others without confrontation. • Work cooperatively with more and less skilled peers.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Appropriate curriculum content will carry over into general movement program. , • Understanding historical perspectives, i.e., knucklebones (a game similar

	to Jacks), hopscotch (originated in Scotland), tug-o-war with many variations around the world, i.e., Burma, Canadian natives, Korea, Austrian and Tyrol have variations that are unique and fun.
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GRADE EIGHT:
“Working As A Team To Solve Problems”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.	<ul style="list-style-type: none"> • Use basic offensive and defensive skills in a modified version of a team sport. • Demonstrate competence in modified versions of a variety of movement forms. • Performs a variety of simple folk and square dances. • Describes principles of training and conditioning for specific physical activities.
Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.	<ul style="list-style-type: none"> • Understand boundaries and move advanced movement and game strategies. • Understand principles of practice for specific physical activities. • Will maintain a record of moderate to vigorous physical activity. • Understand the concept that fouls involve people and violations involve space (lines) equipment, time. Terminology of rules becomes more developed.
Standard Three: The student will achieve and maintain a health-enhancing level of fitness.	<ul style="list-style-type: none"> • Design personal health-related fitness programs based upon a fitness profile assessed by fitness scores. • Describe how to improve and maintain appropriate body composition. • Describe principles of training and conditioning for specific physical activities. • Assess physiological indicators of exercise during and after physical activity. • Engage in physical activity at the target heart rate for minimum of 20 minutes three times a week. • Correctly demonstrates various weight training techniques.
Standard Four: The student will regularly experience recreation/leisure and fitness activities.	<ul style="list-style-type: none"> • Establish personal activity goals. • Participate in regular health-enhancing activities to accomplish personal physical activity goals. • Emphasis on favorite physical activity to improve skill level. • Describe long-term physiological, psychological, and other benefits that may result from regular participation in physical activity.

SELF-IMAGE AND PERSONAL DEVELOPMENT

Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.	<ul style="list-style-type: none"> • Solve problems by analyzing causes and potential solutions. • Practice appropriate ways to independently learn new skills and sports. • Play within the rules of a game. Fouls involve people and violations involve space (lines), equipment and time. • Considers the consequences when confronted with a behavior choice.
Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.	<ul style="list-style-type: none"> • Be exposed to a variety of new activities. • Enjoys the aesthetic and creative aspects of performance. • Feels satisfaction when engaging in physical activity. • Participates in fitness-enhancing physical activities outside of school, (e.g., gymnastics club, wheelchair sports team, community swim team, sponsored youth sports).

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Identify positive and negative peer influences. • Recognize that team sport rules are fair and allow for maximum participation. • Make choices based on the safety of others and self. • Identify behaviors that are supportive and inclusive in physical activity. • Respects the physical and performance limitation of self and others. • Displays sensitivity to the feelings of others during interpersonal interactions. • Handles conflicts that arise with others without confrontation.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Describe physical education and physical activity in the U.S. during the last century. • Describe how various cultures have influenced games, sports, play and dance in the United States. • Demonstrates understanding of the ways sport and dance influence American culture. • Understanding historical perspective, i.e., barrel rolling (fun loving turn of the century Paris used to give each contestant a wine barrel to roll a given distance we may try this today with modern plastic garbage cans!) • Understanding historical perspective, i.e., camel rush (how many of you can fit on the back of a camel?) Great fun in India but how can we adapt this fun and wacky game? An empty bathtub, plastic water pool, garbage can, or wheelbarrow might work.

GRADE NINE:

“Students Develop Fitness Programs For A Healthy Life-Style”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a practice program for an open skill (impacted by environmental variables) and for a closed skill (not impacted by environmental variables). • Apply fundamental movement skills in team sports, tumbling, gymnastics and aquatics. • Create a variety of offensive/defensive strategies for a new team game.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Analyze movement performance using the principles of resistance in order to learn or improve a movement skill. • The sciences can collaborate in teaching concepts related to gravity, levers, motion, biomechanics and exercise physiology. • Basic knowledge of simple gymnastics. • Aquatics should ensure that the students are water safe.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Create and implement an individualized fitness program, monitor physical changes and modify the plan to ensure success. • Learn simple physiology of exercise concepts. • Understand the importance of balanced nutrition for good health- • Revise personal goals for fitness as needs change. • Develop an understanding of the components of total health fitness through a ten-week unit on fitness. • Overall goal of healthy life style through scientific medicine and physical activity.
<p>Standard Four: The student will regularly experience recreation/leisure and</p>	<ul style="list-style-type: none"> • Gain an appreciation of achievements, no matter how large or small. • Set and move towards realizing personal goals for health and fitness. • Journals which include a record and analysis of personal exercise and

Note: All statutory citations apply to the California Education Code unless otherwise stated.

fitness activities.	<p>nutrition, personal growth and development and personal achievement.</p> <ul style="list-style-type: none"> • Understand the concept of "personal best."
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SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Analyze the variety of body types within age and gender groups, and their efficiency at different skills. • Recognize need for affiliation, creates in the student a willingness to acknowledge and respect stylistic differences in performance. • Team members resolve conflicts for the group, understanding of the word "teamwork."
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Choose to participate in movement-related activities outside of school. • Understand the importance of maintaining a healthy life style. • Become involved in a community-based activity such as a bowling league, square dance group or Special Olympics challenge sports.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Demonstrate the use of conflict resolution skills as a member of a team. • Awareness of likeness and differences. • Awareness of rules and understand how they can be modified by the group participating. • Understanding of peer pressure.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Aesthetic features of movement qualities to create a routine for use in tumbling, gymnastics, aquatics, team sports or fitness. • Integration with geography is accomplished through activities in which students plan routes, measure distance and gradients and experience orienteering as an aerobic activity. This could be as simple as how many miles is it to a special park, each day you chart how far you walked or jogged and after completing x amount of miles; the student is rewarded by going there. • Understanding historical perspective, i.e., All-America Soap Box Racing is highlighted every August in Akron, Ohio; photographers in early 20th century France take pictures of many adults who design and build ingenious wheeled racers.

GRADE TEN:

"Analyze Skills For Effective Movement"

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a practice plan for movements that take into consideration this stage of learning. • Apply the fundamental movement skills in individual and dual sports, outdoor education, self-defense and dance.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Create a variety of offensive/defensive strategies for a new individual game. • Analyze movement performance using application of levers to learn or improve a movement skill. • Analyze a movement performance using the scientific principles of movement in order to learn or improve a movement skill.

<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> Analyze the mechanical principles involved in a fitness workout. Students assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition- Assess personal fitness, compare scores to a health-related standard and set goals for improvement or maintenance. Discuss the importance of balanced nutrition for maintaining a healthy life-style
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> Analyze current physical education programs and careers from the United States and around the world. Understand the concept of "personal best" Set personal goals for health and fitness. Gain an appreciation of achievements no matter how large or small.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> Appreciate the importance of commitment and dedication for effective movement-related performance. Chooses an activity because of personal enjoyment and not because friends are in it. Walks away from verbal confrontation. Acknowledges good play from an opponent during competition. Listens to all sides before taking action in conflict situations. Enjoys the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> Explain the relationship between the development of the sensory system and selection of developmentally appropriate activities. Understand the importance of maintaining a healthy life style. Become involved in community based activity such as a bowling league, square or social dance group, or a horseback riding club.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> Applies leadership skills during movement-related experiences. Contributes meaningfully to the achievement of a team. Recognizes and leaves provoking situations without getting involved in argument or physical interaction. Use actions of others as social cues to appropriate action Observes behavior of others in a situation and acts as they do. Asks for help when needed.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> Appreciates the aesthetic features of movement, its use in art forms and its cultural and ethnic diversity. Analyze the influence of events in world history on sport, games and modern Olympics in society today Understanding historical perspective, i.e., earthball. (Earthball is the modern American version of an ancient game whose beginnings go back to the earliest tribal free-for-all a game used ceremonially in other cultures to express an exuberant belief in the regenerative forces of nature.)

GRADE ELEVEN/TWELVE:
“Selecting Activities For The Pursuit Of Individual Excellence”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Apply the correct technique for fundamental movement patterns in an activity of choice. • Demonstrate some mastery of skills in games, sports and dances and participate in intramural programs.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Apply motor learning concepts when learning new skills in an activity of choice. • Comprehend the correct elements of various movements, strategies, safety procedures and basic rules. • Use the principles of movement to accomplish a task with the least effort.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Incorporate an activity of choice into their personal fitness plan. • Assess personal fitness; compare scores to a health-related standard and set goals for improvement and/or maintenance. • Show evidence of developing and maintaining physical fitness to achieve the goal of a healthy lifestyle. . • Critically evaluate media claims about commercial products and programs.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Know current physical education programs and careers from the United States and around the world. • Demonstrate the concept of "personal best" • Set, maintain and/or improve upon personal goals for health and fitness. • Show an appreciation for achievements -- no matter how large or small.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Display cultural sensitivity in movement-related experiences. • Show evidence of a positive self-image. • Encourages others to apply appropriate etiquette in all physical activity settings. • Responds to inflammatory situations with maturity and personal control. • Diffuses potential conflicts by communicating with other participants. • Creates a safe environment for personal skill practice. • Takes a supportive role in an activity. • Acknowledges outstanding performances of opponents as well as the "favored" team.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participate in activities of choice and strive for individual excellence. • Derives genuine pleasure from participating in physical activity.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Share in the responsibility of group action and problem solving as a member of a group or team. • Knows and follows rules for general physical education class. • Independently completes warm-up exercises and warm-downs.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement</p>	<ul style="list-style-type: none"> • Develops approaches and strategies for including persons of diverse backgrounds and abilities in physical activity. • Displays a willingness to experiment with the sports and activities of

<p>activities.</p>	<p>other cultures.</p> <ul style="list-style-type: none"> • Identifies, processes and meaningfully adapts to the effect of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and participation. • Expose students to sport history and significant sports-related literary works of different time periods. • Understanding historical perspective of certain sports and games, i.e., water jousting. Water jousting developed as a lighthearted version of land jousting on horseback, in the days of chivalry. Early water jousting tilted at shields, known as quintains, supported on poles in rivers. Then the game moved downstream to the Mediterranean coast of southern France, where it became special entertainment at summer festivals
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