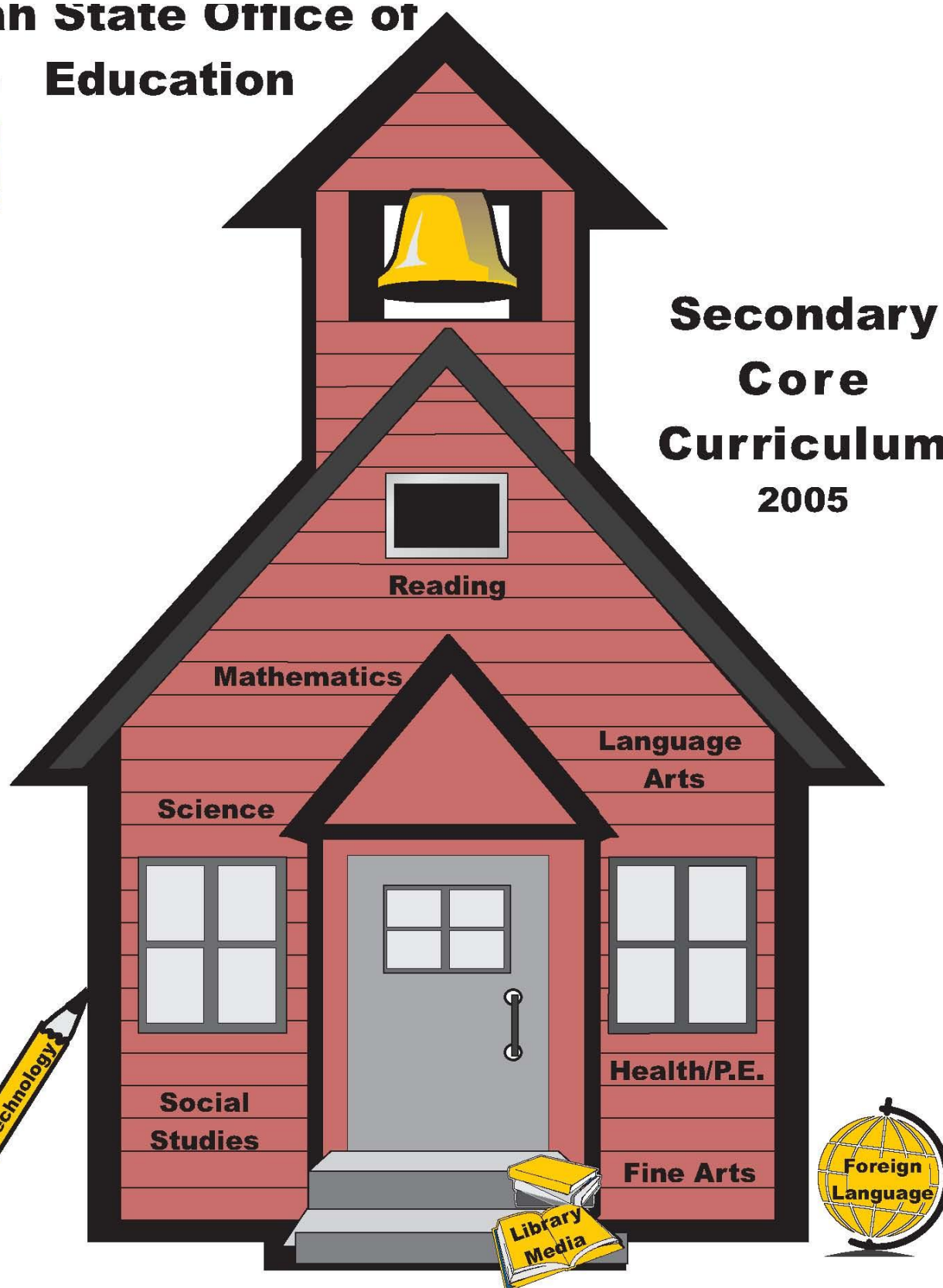


Utah State Office of Education



Secondary Core Curriculum 2005



Physical Education 7-12

SECONDARY CORE CURRICULUM

PHYSICAL EDUCATION

UTAH STATE OFFICE OF EDUCATION

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INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

R277. Education, Administration.

R277-700. The Elementary and Secondary School Core Curriculum.

R277-700-1. Definitions.

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

L. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N. "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O. "USOE" means the Utah State Office of Education.

P. "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

R277-700-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

R277-700-3. Core Curriculum Standards and Objectives.

A. The Board establishes minimum course description standards and objectives for each course in the required

general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

R277-700-4. Elementary Education Requirements.

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

(1) Grades K-2:

- (a) Reading/Language Arts;
- (b) Mathematics;
- (c) Integrated Curriculum.

(2) Grades 3-6:

- (a) Reading/Language Arts;
- (b) Mathematics;
- (c) Science;
- (d) Social Studies;
- (e) Arts:
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
- (f) Health Education;
- (g) Physical Education;
- (h) Educational Technology;
- (i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F- Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in elementary grades 4-6; and
- (5) effectiveness of written expression.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

R277-700-5. Middle School Education Requirements.

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) General Core (10.5 units of credit):
 - (a) Language Arts (2.0 units of credit) ;
 - (b) Mathematics (2.0 units of credit);
 - (c) Science (1.5 units of credit);
 - (d) Social Studies (1.5 units of credit);
 - (e) The Arts (1.0 units of credit):
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
 - (f) Physical Education (1.0 units of credit);
 - (g) Health Education (0.5 units of credit);
 - (h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);
 - (i) Educational Technology (credit optional);
 - (j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in grades 7 and 8; and

(5) effectiveness of written expression.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

R277-700-6. High School Requirements.

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit.

C. Local boards may require additional units of credit.

D. Grades 9-12 Core Curriculum requirements required units of credit:

(1) Language Arts (3.0 units of credit);

(2) Mathematics (2.0 units of credit):

(a) minimally, Elementary Algebra or Applied Mathematics I; and

(b) geometry or Applied Mathematics II; or

(c) any Advanced Mathematics courses in sequence beyond

(a) and (b) ;

(d) high school mathematics credit may not be earned for courses in sequence below (a).

(3) Science (2.0 units of credit from two of the four science areas):

(a) earth science (1.0 units of credit);

(b) biological science (1.0 units of credit);

(c) chemistry (1.0 units of credit);

(d) physics (1.0 units of credit).

(4) Social Studies (3.0 units of credit):

(a) Geography for Life (0.5 units of credit);

(b) World Civilizations (0.5 units of credit);

(c) U.S. history (1.0 units of credit);

(d) U.S. Government and Citizenship (0.5 units of Credit);

(e) elective social studies class (0.5 units of

(5) The Arts (1.5 units of credit from any of the following performance areas):

(a) visual arts;

(b) music;

(c) dance;

(d) theatre;

(6) Health education (0.5 units of credit)

(7) Physical education (1.5 units of credit):

(a) participation skills (0.5 units of credit);

(b) Fitness for Life (0.5 units of credit);

(c) individualized lifetime activities (0.5 units of credit) or team sport/athletic participation (maximum of

0.5 units of credit with school approval).

(8) Applied technology education (1.0 units of credit);

(a) agriculture;

(b) business;

(c) family and consumer sciences;

(d) technology education;

(h) trade and technical education.

(9) Educational technology:

(a) computer Technology (0.5 units of credit for the class by this specific name only); or

(b) successful completion of state-approved competency examination (no credit, but satisfies the Core requirement).

(10) Library media skills integrated into the curriculum;

(11) Board-approved CRT's shall be used to assess student mastery of the following subjects:

(a) reading;

(b) language arts through grade 11;

(c) mathematics as defined under R277-700-6D(2);

(d) science as defined under R277-700-6D(3); and

(e) effectiveness of written expression.

E. Students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-10.

F. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

R277-700.7. Student Mastery and Assessment of Core Curriculum Standards and Objectives.

A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.

B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.

C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).

D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law.

KEY: curricula

March 5, 2002

**Art X Sec 3
53A-1-402(1) (b)
53A-1-402.6
53A-1-401 (3)**

Utah Secondary Physical Education Core Curriculum

Introduction

Instruction in physical education strives to develop healthy, responsible students who have the knowledge, attitudes, and skills to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. The Physical Education Core Curriculum utilizes appropriate instructional practices to develop competence and confidence in a variety of movement forms such as sports, dance, and recreational and physical fitness activities. The emphasis is on providing success and enjoyment for all students, and not just for those who are physically gifted. The Physical Education Core represents a shift from a team sports-dominated program to a lifetime activity format with connections to community resources. Knowledge of the relationship between proper nutrition and the benefits of a consistent fitness regimen is the common thread running through the Physical Education Core. Reading and writing practices such as reports, activity journals, and portfolios are incorporated in the Core to broaden the physical education experience and to contribute to the overall literacy of students. Students develop life skills through cooperative and competitive activity participation and learn to value academic service experiences.

The Physical Education Core describes what students should know and be able to demonstrate at the end of each course. It was developed, critiqued, piloted, and revised by a committee comprised of physical education teachers, district specialists, university educators, State Office of Education specialists, and representatives from the community. The Core reflects the current national philosophy of physical education represented in national standards developed by the *American Alliance for Health, Physical Education, Recreation and Dance* and the *National Association for Sport and Physical Education*, the two governing bodies of health and physical education in the United States.

Guidelines/Laws

All physical education courses must be:

- Taught by a certified physical educator (with a major or minor in P.E. or USOE endorsement).
- Open to all students as mandated by law.
- Co-educational and in compliance with Title IX regulations.
- In compliance with Utah law and policy.
- In compliance with the current *Northwest accreditation standards* for maximum total student teacher ratios for a grading period:
- Traditional school schedule (213 students per teacher, 36 per class).
- Block school schedule (240 students per teacher, 40 per class).
- Supervised in both the activity and locker room settings.
- Designed to meet the needs of all students.

Class Offerings

Junior High School: Two separate classes with developmentally appropriate content are offered at the junior high level. The courses are different in scope and they should not be offered as one class.

- Grade 7, *Beginning Team Sports Activities*
- Grade 8, *Intermediate Activities – Individual, Team, Dual Sports and Dance*

Senior High School: Graduation standards require 1.5 credits of physical education taken during grades nine through twelve.

- *Participation Skills and Techniques*
- *Fitness For Life*
- *Individualized Lifetime Activities*
- *Advanced Individual Lifetime Activities (Elective Credit)*

*At the tenth-grade level *Health and Fitness for Life* may be combined and offered as a full-year class for .5 units *Health* credit and .5 units *Fitness for Life* credit.

Curriculum Mapping

Districts are encouraged to map the secondary physical education Core Curriculum, specifying the activities offered at each grade level in order to enhance communication among teachers and to avoid duplication of curriculum delivery.

Character Education

Character education is reflected in the national standards embedded in the Physical Education Core. Behaviors included are perseverance, safe practices, adherence to rules, respect for self and others, cooperation and teamwork, ethical behavior in sport, and respect for individual similarities and differences through positive interaction among participants in physical activity.

Similarities and differences include characteristics of culture, race, ability level, disability, physical characteristics (strength, size, and age), gender, and socioeconomic status. Students are taught to respect and celebrate differences and to develop strategies to include others from diverse backgrounds in activity participation.

Academic Service-Learning

In order to promote students' personal and social development, as well as introduce them to civic responsibility, community service project ideas are suggested and promoted by physical education teachers, with extra credit awarded for participation. The following ideas offer a sampling of academic service projects directly related to physical education:

- Assist special needs students in physical activities.
- Walk on a regular basis with a senior citizen from a local senior care facility.
- Assist senior citizens with lawn and home maintenance chores.
- Help with the Special Olympics program.
- Coach or officiate in community recreation sports programs.
- Help upgrade local recreational facilities.
- Assist elementary teachers to increase physical activity in their schools.
- Assist in community recreational events such as a local road race.

- Serve on local government health and recreation boards.
- Help at child daycare centers.
- Be a volunteer for the Big Brothers/Big Sisters or similar organizations.
- Teach health and physical activities at a local homeless shelter.
- Develop a fitness presentation for elementary schools.

Assessment Practices

A variety of assessment strategies are used to evaluate student achievement of learning objectives in the Core. Pre and post skills and knowledge tests are utilized to group by ability, show progress, and individualize instruction.

Physical fitness testing provides personal information to students and indicates progress in individualized fitness plans. Scores on fitness tests should reflect improvement by students and should not be the primary component used in the grading process. Two recommended fitness tests with national norms are the *FitnessGram* and the *Presidential Physical Fitness Test*.

Alternative assessment strategies such as observation, interview, use of rubrics, activity journals, and portfolios are employed in measuring student progress. Students have required reading and writing assignments relating to a healthy lifestyle to broaden the physical education experience. Topics on sports and recreation offer excellent opportunities to engage students to improve their literacy skills.

Physical changes in the body resulting from physical fitness activities are measured to provide personal information to students. Pulse rate, body weight and composition, blood pressure, strength and flexibility, and cardiovascular endurance are elements measured in physical education classes.

Credit for Sports Participation

Districts have the option of awarding a one-time .5 credit in physical education for two seasons of sports participation.

Non-Qualifying Activity Classes

Rodeo, ROTC, marching band, cheerleading and drill team classes do not qualify for physical education credit. The courses may be completed for elective graduation credit.

Use of Technology

Students utilize technology to assess fitness levels with body composition monitors, pedometers, heart rate monitors or pulse sticks, and blood pressure devices. They will access the Internet to research reports and presentations, and will use videotape and/or digital cameras to chart progress in skill development and to build portfolios.

Dodge Ball and Other Inappropriate Activities

Some games are not appropriate to teach children in a public education setting. Games that have the potential to embarrass students; to cause danger, injury or harm; to limit participation time; or to eliminate students from participation should not be part of the physical education curriculum.

Organization of Physical Education Core

The Core is designed to help teachers organize and deliver instruction. Elements of the Core include the following:

- INTENDED LEARNING OUTCOMES describe the goals for educators in developing a physically educated person through teaching the Physical Education Core. Each course begins with a BRIEF DESCRIPTION.
- A STANDARD is a broad statement of what students are expected to understand. Several Objectives are listed under each Standard.
- An OBJECTIVE is a more focused description of what students need to know and be able to do at the completion of instruction. If students have mastered the Objectives associated with a given Standard, they are judged to have mastered that Standard for the course. Several Indicators are described for each Objective.
- An INDICATOR is a measurable or observable student action that enables one to judge whether or not a student has mastered a particular Objective. Indicators can guide physical education instruction and assessment.

Intended Learning Outcomes for Secondary Physical Education

The Intended Learning Outcomes reflect the skills, attitudes, standards, and behaviors students should learn as a result of instruction in physical education. They represent an essential part of the Physical Education Core Curriculum and provide teachers with standards for evaluation of student learning.

The primary goal of physical education instruction is to develop attitudes, skills, and behaviors to empower students to live healthy, productive lives. By the end of secondary physical education instruction, students will be able to:

1. Demonstrate competency in activity and physical fitness.

- Use basic offensive and defensive strategies in a variety of games and activities.
- Recognize the health benefits of lifetime activity participation.
- Perform a series of simple and complex activities with confidence.
- Analyze and compare the health and fitness benefits from a variety of physical activities.
- Describe and demonstrate the significance of basic physiological principles to the development of physical fitness.
- Demonstrate an understanding of the five elements of physical fitness — muscular strength and endurance, flexibility, cardiovascular fitness, and proper nutrition.
- Develop a personal fitness plan for short and long-term development, complete with assessment strategies.

2. Derive satisfaction through fair play, skill development, and participation with people of diverse backgrounds.

- Enjoy participating with people of different backgrounds and skill levels.
- Enjoy the creative and aesthetic aspects of activity performance.
- Seek to learn new physical activities.
- Find pleasure contributing to team activities.

- Participate in lifetime recreation offerings in the community.
- Understand the ethical responsibilities in activity participation.

3. Apply complex thinking through problem-solving skills in activity settings.

- Understand the significance of physiological principles to the development of a personal fitness plan.
- Compare the physical, social, and emotional benefits of a variety of fitness activities.
- Evaluate and select ways to improve health through proper nutrition and exercise.
- Use internal and external feedback to modify and improve performance.
- Design short- and long-term fitness programs.

4. Develop strategies for a lifelong healthy lifestyle.

- Understand the importance of activity and proper nutritional choices.
- Develop a personal fitness program that reflects individual interests and needs.
- Understand the ways in which age and body changes impact activity and nutritional choices over a lifespan.
- Utilize community resources for activity and fitness.
- Utilize activity to reduce stress in everyday life.

5. Apply attributes of responsible citizenship.

- Respect and celebrate individual differences in activity settings.
- Self-officiate in recreational sports participation.
- Follow prescribed rules and standards ensuring fair play.
- Communicate effectively and respectfully to resolve conflict in activity settings.
- Recognize the value and personal rewards of volunteering in community settings.
- Understand the responsibilities of both participant and spectator in sporting activities to avoid verbal and/or physical confrontation at sporting events.

Physical Education 7

Beginning Team Sports Activities

Beginning Team Sports Activities is an entry-level course emphasizing beginner skills in a broad spectrum of activities in order to develop a foundation for future physical education classes. The course content is developmentally appropriate for seventh grade students who, in most instances, will be experiencing a formal physical education class for the first time.

At grade 7 students are still mastering basic manipulative skills such as throwing, catching, striking, and kicking, and are ready to engage in lead-up games and drills that provide a stepwise progression toward participation in regulation or advanced play. The process of movement skill acquisition is ongoing through mastery of basic manipulative skills as students explore a variety of team sports, movement and rhythmic activities. Students apply skills in modified games and may be introduced to regulation rules and game play. Teams are kept small, allowing maximum participation and involvement by all students.

Students in *Beginning Team Sports Activities* are introduced to the elements of physical fitness and are responsible for learning the basic vocabulary. Pre and post fitness tests are appropriate, with results being used to provide personal information, individualize instruction, and indicate student improvement. *Fitness scores are never used as the primary factor in the grading process. Teachers may consider using the FitnessGram or Presidential Fitness Test to assess fitness levels.* In addition to physical skills, instruction includes cognitive and social development. Students value fair play and social interaction and learn to celebrate individual differences in activity settings.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered that are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so that students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Beginning Team Sports Activities Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate the correct technique for a variety of basic skills.

- a. Perform individual movement skills such as walking, running, sliding, and jumping.
- b. Perform individual non-movement skills such as stretching, bending, and twisting.
- c. Perform individual manipulative skills such as throwing, kicking, and striking a variety of objects, demonstrating both accuracy and force.

Objective 2: Apply correct techniques of basic skills during lead-up games and in rhythmic activities.

- a. Perform movement and non-movement skills with a partner or small group in lead-up activities, e.g., 1 x 1, 2 x 2, 2 x 1.
- b. Perform manipulative skills while working individually or with a partner in activities such as dribbling a basketball, kicking a soccer ball, or volleying a tennis ball.
- c. Combine manipulative skills while working individually or with a partner, as in dribbling and shooting a soccer ball or basketball, or receiving a pass and shooting a hockey puck.
- d. Identify and practice weight transfer, follow-through, and body-target alignment, common components in a variety of skills.

Standard 2: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective 1: Identify ways to link and transfer basic manipulative skills and concepts to specialized sports skills.

- a. Recognize the similarities between manipulative skills in different activities such as the tennis serve and the overhand volleyball serve, the underhand badminton serve and the underhand softball throw, and the backhand stroke in tennis and the Frisbee backhand throw.
- b. Link different skills like dribbling and passing a basketball, receiving and dribbling a soccer ball, or receiving a pass and kicking a soccer goal.
- c. Perform skills while moving alone or with partners.

Objective 2: Set goals and apply concepts for the development of movement skills and to improve performance.

- a. Recognize that time and effort are prerequisites for skill improvement.

- b. Identify steps to setting goals.
- c. Identify successful cues for improved skill performance.
- d. Move to open space to receive a pass in a variety of activities.
- e. Move to a space to defend in a number of activities.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal fitness level and create personal fitness goals. *Caution: Assessment of body composition is inappropriate at this level.*

- a. Determine personal fitness levels and improvement through pre-and-post-testing in the elements of physical fitness (muscular strength and endurance, flexibility, cardiovascular endurance).
- b. Create personal goals based on fitness assessment.
- c. Monitor progress toward fitness goals by using a checklist or journal.
- d. Recognize that fitness programs are based on each individual's needs.

Objective 2: Participate in activities that promote physical fitness.

- a. Describe the components and principles of physical fitness.
- b. Participate in activities that improve flexibility before and after exercise.
- c. Participate in activities that improve muscular strength and endurance at least three times a week.
- d. Participate in moderate to vigorous activity for a minimum of 30 minutes, three times a week.
- e. Explore a number of new physical activities for personal interest during physical education class.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Demonstrate knowledge of the components of physical fitness.

- a. Compare aerobic and anaerobic exercises.
- b. Distinguish between muscular strength and muscular endurance and between cardiovascular and muscular endurance.
- c. Participate in activities that are appropriate for improving each component of physical fitness.
- d. Apply **FITT** (frequency, intensity, time, and type) fitness activity guidelines.
- e. Use technology to monitor and improve skill and fitness levels.

Objective 2: Explore the relationship between physical activity and proper nutritional choice.

- a. Investigate the concept of energy balance.
- b. Review the structure of the food pyramid.

- c. Describe the benefits of exercise and proper nutrition and the consequences of inactivity and poor eating habits.

Objective 3: Demonstrate the proper biomechanical principles of posture.

- a. Demonstrate proper posture while standing, sitting, and lifting.
- b. Identify exercises contributing to abdominal strength.
- c. Identify opposing muscle groups.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.

Objective 1: Demonstrate the ability to make responsible choices in activity settings.

- a. Make safe choices for self and others in operating equipment properly.
- b. Follow rules in activity participation.
- c. Consider consequences when confronted with a behavior choice.
- d. Keep winning and losing in perspective.
- e. Resolve interpersonal conflicts with empathy for rights and feelings of others.
- f. Understand how to act independently of peer pressure.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Demonstrate the ability to follow as well as lead in activity settings.
- b. Accept decisions of officials in a respectful manner.
- c. Handle conflicts that arise with others without confrontation.
- d. Recognize the influence of peer pressure.
- e. Participate respectfully and display sensitivity to the feelings of others while participating in activities with students of different abilities, gender, skills, and cultures.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Demonstrate the health-enhancing benefits of physical activity and proper nutrition.

- a. Recognize the positive connection between proper nutrition and exercise.
- b. Recognize that effective fitness and activity program choices will vary among individuals.
- c. Use activity participation to reduce stress.
- d. Participate in activities that develop all elements of physical fitness.

Objective 2: Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.

- a. Celebrate successes and achievements by self and others.
- b. Participate in activities that are personally challenging and rewarding.
- c. Identify appropriate risks in activity selection.
- d. Appreciate how physical activity can provide social interaction among people of varying ability levels in team activities.

Physical Education Intermediate Activities

Intermediate Activities offers a wide range of developmentally appropriate activities that are increasingly complex in content, concept, and skill development and execution. Students continue to practice skills in modified form but begin to participate in regulation games with more complex playing environments than those experienced in *Beginning Activities*. Teams are kept small, allowing maximum participation and involvement by all students. Cooperative as well as traditional sports activities are included in the curriculum.

Intermediate Activities incorporates more in-depth instruction and application of the elements of physical fitness. Students begin to see the relationship between proper nutritional choices and physical activity for the maintenance of a lifelong healthy lifestyle. Activity journals are introduced as a means of tracking progress toward personal fitness goals and self-assessment.

Pre and post fitness tests are used to provide personal information, to individualize instruction, and to indicate student improvement. *Fitness scores are never used as the primary factor in the grading process.* Fitness tests to be considered are the *Presidential Physical Fitness Test* and the *FitnessGram*.

Intermediate Activities continues social and cognitive development with reading and writing experiences introduced to broaden the physical education experience. The curriculum continues to offer a scope and sequence of activities to challenge students of all abilities and skill levels. The instruction closely articulates with the 7th grade content, but is not repetitive in activity selection.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered which are safe and developmentally appropriate, and enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Intermediate Activities Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate the correct technique for a variety of movement skills.

- a. Perform movement skills such as walking, running, and jumping with efficiency and with proper form.
- b. Perform non-movement skills, such as stretching during warm-up and cool-down, with mature skill levels while working individually and with a partner.
- c. Perform advanced manipulative skills such as kicking and striking a variety of objects, demonstrating both accuracy and force while moving or being guarded.

Objective 2: Apply correct techniques of basic skills in a number of individual, dual, and team sport-specific activities.

- a. Consistently throw and catch or kick and receive a ball while being guarded by opponents.
- b. Combine skills with basic offensive and defensive strategies to participate in modified versions of individual and team sports.
- c. Review and demonstrate correct weight transfer, follow-through, and bodytarget alignment in a variety of activities.

Objective 3: Demonstrate correct technique in a variety of improvised rhythmic activities.

- a. Participate in a variety of dances such as square, folk, aerobic, modern, ballroom, and line.
- b. Perform rhythmic activities representing various cultures such as Native American, African, and Latin American dances.

Standard 2: Students will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective 1: Demonstrate ways to link and transfer basic manipulative skills and concepts to specialized sports activities.

- a. Apply the principle of transfer of learning by identifying similarities and differences of movement concepts to facilitate the learning of a new skill.
- b. Identify and analyze offensive and defensive strategies in a number of different activities.
- c. Describe the key elements, such as balance and follow-through, in the execution of sport specific skills.

Objective 2: Set goals and monitor changes in the development of movement skills to improve performance.

- a. Recognize that time and effort are prerequisites for skill improvement.
- b. Review the goal-setting process.
- c. Use visual and mental cues to learn and self-assess performance.
- d. Understand the use of rubrics to assess performance levels.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal fitness level and maintain a basic exercise plan that incorporates all elements of physical fitness. *Caution: Assessment of body composition is inappropriate at this level.*

- a. Determine personal fitness levels using a variety of assessment instruments.
- b. Design and implement a personal fitness program based on the fitness assessment results.
- c. Monitor progress through periodic fitness tests, activity journals, and computer software programs.
- d. Evaluate progress and adjust fitness plan to meet individual needs.

Objective 2: Participate in activities that promote physical fitness.

- a. Participate in activities that develop flexibility, muscular strength and endurance, and cardiovascular fitness.
- b. Utilize the overload principle to improve all elements of physical fitness.
- c. Participate on small teams to promote maximum participation and fitness outcomes.
- d. Explore a variety of nontraditional physical activities such as orienteering, field hockey, and rock climbing during and after school hours.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Demonstrate knowledge of the elements of physical fitness.

- a. Define the elements of physical fitness.
- b. Correctly demonstrate various resistance-training techniques.
- c. Learn to relate pulse rate and physical energy expenditure.
- d. Maintain a daily activity journal as a record of physical fitness activities.
- e. Apply the **FITT** (frequency, intensity, time, type) guidelines to a number of activities.
- f. Participate in a daily stretching program to promote flexibility.

Objective 2: Describe the relationship between physical activity and proper nutritional choice.

- a. Review the concept of energy balance.
- b. Using a diet and activity log, analyze the balance between food intake and energy expenditure.
- c. Create a meal plan based on the food pyramid.
- d. Identify poor food choices and healthy alternatives.

Objective 3: Demonstrate the biomechanical principles of posture during activity.

- a. Demonstrate correct posture when lifting heavy objects.
- b. Identify exercises that contribute to trunk stabilization.
- c. Discuss the importance of balance in developing strength in opposing muscle groups.

Objective 4: Adjust and monitor fitness and exercise programs using a variety of technological resources.

- a. Assess and adjust personal fitness plan utilizing computer software for feedback.
- b. Evaluate intensity levels of activities using data from heart rate monitors and/or pulse sticks.
- c. Enhance the development of fitness plans through using information found on the Internet.
- d. Use camcorders or digital cameras to analyze performance and observe models of excellence in a variety of activities.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.

Objective 1: Demonstrate the ability to make responsible choices in activity settings.

- a. Identify and follow rules while playing sports and games, while keeping winning and losing in perspective.
- b. Make responsible choices based on the safety of self and others when participating in physical activities.
- c. Accept the consequences of personal behavior choices.
- d. Strive to act independently of peer pressure.
- e. Work to improve physical fitness and motor skills.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Demonstrate leadership in a number of activities.
- b. Work with a partner in fitness activities.
- c. Analyze factors contributing to performance outcomes without blaming others.
- d. Identify positive and negative peer influences.
- e. Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self expression and/or social interaction.

Objective 1: Appreciate the benefits of living a healthy lifestyle.

- a. Analyze and categorize physical activities and exercises according to their benefits throughout life.
- b. Recognize that, in addition to physical fitness, regular activity participation offers social and psychological benefits.
- c. Recognize how proper nutrition and exercise impact childhood obesity and type II

diabetes.

d. Recognize the importance of establishing a pattern of daily participation in a number of different activities.

Objective 2: Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.

a. Develop strategies for overcoming fear of participating in new activities outside of personal comfort zones.

b. Recognize individual abilities and limitations when determining goals and personal challenges.

c. Respect, appreciate, and enjoy the aesthetic and creative aspects of activity participation.

d. Participate in activities that offer social interaction with people of varying ability levels and different social and cultural backgrounds.

Participation Skills and Techniques

This semester class offers students instruction in lifetime activities and fulfills one P.E. requirement for high school graduation. Individual, dual, and team sports activities are included, with the emphasis on activities offering lifelong participation opportunities.

Participation Skills and Techniques is designed to develop competency in up to five different activities. Competency involves the ability to apply the basic skills, strategies, and rules using standardized guidelines or rubrics. Course activities present an extension of or newer content than that presented in previous classes, and the curriculum provides enough diverse offerings to meet the individual needs of all students. It is recommended that physical educators, grades 7-12, map the physical education curriculum offered at each level to avoid unnecessary repetition in the different physical education offerings.

Fitness testing is appropriate to provide personal information to the student and to measure improvement from the beginning to the end of a grading period. Fitness scores are never used as the primary factor in the grading process. The *FitnessGram* and *Presidential Physical Fitness Test* are two tests teachers may consider for use.

Examples of activities that may be included, but not limited to, are golf, archery, bowling, weight training, aerobics, walking, jogging, social dance, rope jumping, disc golf, disc football, in-line skating, biking, fishing, martial arts, and aquatics. Physical fitness and proper nutrition are emphasized as necessary for maintaining good health throughout life, and physical activity is taught as a means of reducing stress. Students in this class develop activity journals illustrating their participation in and out of class, and they are also introduced to opportunities in their communities for pursuing academic service-learning such as assisting senior citizens with household chores.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities offered are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule. Students may earn credit for this course by passing the *Participation Skills and Techniques Competency Test* if offered by the district.

Participation Skills and Techniques Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Attain competence in a variety of sport-specific skills by applying the required techniques.

- a. Develop proper movement skills for a variety of game, sport, and dance activities.
- b. Use combinations or sequences of movement skills in game or other activity settings.
- c. Participate in a number of individual and team activities demonstrating the basic skills, strategies, and rules.

Objective 2: Demonstrate proficiency in knowledge and skills in a few movement forms and use assessment results to improve performance.

- a. State and understand critical cues for movement skills.
- b. Demonstrate understanding of the basic skills, strategies, and rules in a variety of activities.
- c. Practice movement skills individually, with a partner, in a small group, and in regulation play.
- d. Assess skill performance of self and others using critical cues.
- e. Detect and correct errors in individual and group performance.

Standard 2: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective 1: Demonstrate an understanding of movement concepts that include physical, mental, and social applications.

- a. Explain and give examples of movement and developmental concepts, i.e., the sequential nature of change, the uniqueness in the rates of physiological development, the nature of movement components, and the developmental stages skill acquisition.
- b. Explain and apply biomechanical principles related to stability of the center of gravity, the production and application of force, and safe methods of lifting and carrying heavy objects.
- c. Demonstrate a knowledge of concepts regarding the physiology of warming up and cooling down, the structure and function of the human body, the influence of individual differences in activity settings, and unsafe exercises.
- d. Explain the social and psychological aspects of sport, i.e., goal setting, stress reduction, self-assessment, self-image, group interaction and cooperation, empathy, and participation according to rules.

Objective 2: Apply movement concepts to the learning and development of skills.

- a. Analyze movement performance through a variety of means such as rubrics, self and peer assessment, video and computer analyses, and teacher feedback.
- b. Design personal practice sessions according to individual needs.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Demonstrate knowledge of the requirements for a healthy lifestyle.

- a. Recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity.
- b. Accurately explain the elements of physical fitness.
- c. Self-assess the elements of physical fitness, i.e., muscular and cardiovascular endurance, flexibility, and body composition, using a variety of instruments.
- d. Calculate maximum heart rate and exercise in a target heart rate zone.
- e. Develop short- and long-term goals for activity and physical fitness.

Objective 2: Participate in a variety of activities that promote individual satisfaction and physical fitness.

- a. Analyze and compare health and fitness benefits derived from a variety of activities.
- b. Participate in a number of class activities that promote strength, muscular and cardiovascular endurance, flexibility, and personal satisfaction.
- c. Adjust activities to increase fitness benefits by increasing pace and adding time and/or repetitions.
- d. Explore a variety of nontraditional physical activities for personal interest both during and outside of school hours.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Participate in a variety of activities in class and outside of school that develop a foundation of physical fitness.

- a. Identify and participate in a number of activities that develop muscular strength and endurance, flexibility, and cardiovascular endurance.
- b. Develop and maintain activity journals to track fitness and activity levels.
- c. Review **FITT** (Frequency, Intensity, Time, Type) guidelines as they apply to the development of physical fitness.
- d. Recognize that both proper nutrition and exercise are necessary for a lifelong healthy lifestyle.

Objective 2: Assess, adjust, and monitor physical activity using a variety of technological resources.

- a. Utilize computer software to assist in assessing and tracking fitness levels.
- b. Adjust intensity levels of various activities through monitoring pulse rates manually or by using heart-rate monitors or pulse sticks.

- c. Improve movement skills using camcorders or digital cameras to provide feedback and self-analysis.
- d. Use Internet resources to create reports on activity, nutrition, and lifelong wellness.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in activity settings.

Objective 1: Demonstrate responsible behavior in activity settings.

- a. Listen and consider consequences before taking action in conflict situations.
- b. Identify and address unsafe conditions and risky behaviors in activity settings
- c. Follow recommended safety precautions and procedures.
- d. Keep the importance of winning and losing in perspective relative to other positive goals of participation.
- e. Apply safe practices, rules, and etiquette in all physical activity settings.

Objective 2: Demonstrate responsible social behavior in working with others in activity settings.

- a. Recognize when to lead and follow in group activity settings.
- b. Provide positive reinforcement to peers of all ability levels in activity settings.
- c. Analyze potential causes and solutions to conflict in activity settings.
- d. Explore ways of contributing to the community through academic service projects.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Objective 1: Demonstrate a respect for differences among people in activity settings.

- a. Work positively with others in diverse settings and groups.
- b. Explore/research sports and activities of other cultures.
- c. Value what each participant can do in an activity rather than emphasizing individual weaknesses.
- d. Recognize students who do not feel included and make a deliberate effort to involve them in activities.

Objective 2: Recognize that physical activity provides opportunities for enjoyment.

- a. Use physical activity to reduce the stress of everyday life through participation in activities that are personally rewarding.
- b. Utilize recreational facilities that are available in the community.
- c. Enjoy the satisfaction of interacting, participating, and competing with others in physical activities.

Fitness for Life

Fitness for Life is an individualized, concepts-based, one-semester course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is required of all students and there are no substitutions, including participation in athletics. *Fitness for Life* may be taken anytime during grades nine through twelve, but it is strongly recommended that students take the class in either the ninth or tenth grade year. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities.

Students become proficient in the use of a variety of assessments, measurement devices, exercise equipment, web and community resources, and computer software. Assigned reading and writing assignments, which include activity journals and portfolios, broaden the physical education experience and contribute to the literacy of students. An approved student text or the USOE *Fitness for Life Curriculum Guide* is an integral part of the course. Opportunities for academic service-learning are made available to students.

Fitness for Life presents students with the most substantial fitness education they will receive in high school. The teacher directly supervises classroom and participation sessions and serves as both facilitator and instructor working to individualize programs and outcomes for students. Fitness testing is used to establish individual baseline levels for designing fitness programs, to show improvement, and to provide students with personal information. Scores on fitness tests are not used as the primary or only measure of success in *Fitness for Life*. The *FitnessGram* and the *Presidential Physical Fitness Test* are recommended for use in this class.

Outside resources such as guest speakers and local facilities are utilized to increase the effectiveness of this course. Teachers guide students to make individual decisions about their personal fitness programs and to develop positive attitudes and behaviors toward proper nutrition and fitness activities.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered which are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is delivered effectively. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Fitness for Life may be taught in conjunction and integrated with the required *Health Education* course in the tenth grade. This course is a two-semester class, is team-taught, and students receive .5 credit for *Health* and .5 credit for *Fitness for Life*. Students do not receive health or physical education credit when they have attended the combined course for only one semester. There are no substitutes for this class, but students may elect to take *Fitness for Life* through the Electronic High School or earn credit by passing the *Fitness for Life* Competency Test if offered by the local district.

Fitness for Life Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate an understanding of the fitness outcomes in a variety of activities.

- a. Demonstrate basic competence in a variety of activities that contribute to improvement of overall fitness.
- b. Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide fitness benefits.
- c. Modify sports and activities to include an aerobic benefit.
- d. Use **FITT** (frequency, intensity, time, type) guidelines to evaluate activities.

Objective 2: Demonstrate active participation outside of the school day.

- a. Participate in recreational activities offered through community agencies.
- b. Participate in activities developing fitness outside of the school day.
- c. Maintain activity journals illustrating activity participation outside of school hours.

Standard 2: Students will demonstrate understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the learning and performance of fitness activities.

Objective 1: Recognize the relationship between physical activity and personal health.

- a. Recognize that health-related fitness is a lifelong process unique to each individual.
- b. Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.
- c. Describe how physical activity affects body mass composition, including muscle and fat percentages and bone density.
- d. Describe the mental, social, and psychological benefits of physical activity.
- e. Describe how exercise increases longevity and quality of life through the reduction of stress.

Objective 2: Explain the elements of physical fitness, e.g., flexibility, cardiovascular endurance, and body composition).

- a. Review the elements of physical fitness.
- b. Define maximum volume of oxygen uptake (VO₂ Max), respiratory rate, cardiac output, stroke volume, and heart rate, all concepts of cardiovascular endurance.
- c. Explore concepts related to flexibility, e.g., genetics, static vs. ballistic stretching, and joint variations.
- d. Explain the concepts related to muscular strength, e.g., isotonic, isometric, and isokinetic exercises, the overload principle, and the work/rest ratio.
- e. Explain the concepts related to muscular endurance, e.g., high repetitions with low resistance, sport specificity, and the work/rest ratio.

f. Explain the concepts related to body composition, e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition.

Objective 3: Explain training principles and how they impact physical fitness.

- a. Explain the principles of warm-up and cool-down as they relate to proper stretching, active vs. passive recovery, and injury prevention and rehabilitation.
- b. Explain methods and the importance of using heart rates to monitor the intensity of physical activities.
- c. Calculate individual target heart rate training zones by using the maximum heart rate formula or maximum heart rate reserve formula.
- d. Provide definitions for overload, progression, specificity, reversibility, frequency, duration, intensity, and rest and recovery.
- e. Compare aerobic and anaerobic activities, showing examples of each.
- f. Observe safety precautions in training, e.g., over-training, altitude, pollution, and temperature extremes.
- g. Develop weight-training programs to build muscular strength, muscular endurance or a combination of the two.

Objective 4: Understand the relationship between proper nutrition and personal health and fitness.

- a. Explain the role of nutrition in overall health and fitness.
- b. Explain proper balance between food intake and energy expenditure.
- c. Compare the effects and/or dangers of weight loss and gain on body composition and personal health.
- d. Identify the benefits and dangers of various dietary supplements such as vitamins, minerals, herbs, power drinks, steroids, and performance-enhancing drugs.
- e. Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal health and fitness levels.

- a. Research family history for health-risk factors such as coronary heart disease, cancer, diabetes, cholesterol, and blood pressure.
- b. Assess known personal health risk factors considering age, gender, body composition, blood pressure, heart rate, cholesterol levels, and daily stress situations.
- c. Assess personal fitness status regarding activity participation, energy expenditure, elements of physical fitness, and nutritional practices.

Objective 2: Develop and implement a personal fitness plan.

- a. Pre-test to establish baseline fitness information for muscular strength and endurance, flexibility, body composition, heart rate, blood pressure, and cardiovascular endurance.

- b. Develop personal fitness goals based on the pre-testing results and use a post-test to show progress and improvement.
- c. List and evaluate activities that develop specific elements of physical fitness.
- d. Participate in a variety of individual and group activities appropriate for enhancing physical fitness both during and after school hours.
- e. Incorporate appropriate training principles including overload, progression, specificity, intervals, circuits, reversibility, maximum heart rate, target heart rate, perceived exertion, and rest and recovery,
- f. Calculate and monitor daily caloric intake and expenditure for weight management, and utilize an activity journal to track progress.

Standard 4: Students will achieve and maintain a health-enhancing level of physical fitness.

Objective 1: Participate in personally meaningful activities.

- a. Participate regularly in physical activities that contribute to the attainment and maintenance of personal fitness goals.
- b. Use results of post fitness assessments to guide changes in fitness plan.
- c. Analyze time, cost, and accessibility factors in determining activity participation in community settings.
- d. Recognize how physical activities impact a person's physical, emotional, social, and intellectual well-being.

Objective 2: Use a variety of technological resources to design, monitor, and adjust fitness programs.

- a. Use heart rate monitors or pulse sticks to monitor heart rates.
- b. Calculate body composition by using skin-fold calipers or electrical impedance analyzers.
- c. Calculate blood pressure using digital monitors.
- d. Use computer software to track progress in fitness programs and to perform a nutritional analysis.
- e. Access various websites to assist in developing, evaluating, and revising personal fitness programs

Standard 5: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Accept diversity of people in activity settings.

- a. Demonstrate acceptance of others regarding varying skills, abilities, limitations, and cultural backgrounds.
- b. Take an active role in helping others achieve success.
- c. Identify the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.

Objective 2: Make responsible choices in activity settings.

- a. Recognize the effects of environmental conditions like wind, temperature, humidity, and altitude on activity performance.
- b. Examine the effects of substance abuse on health and performance.
- c. Explore the consequences of eating disorders at either end of the spectrum.
- d. Identify appropriate risks and safety factors in the selection of fitness activities.
- e. Accept responsibility for personal choices.

Objective 3: Demonstrate personal responsibility and the ability to work with others in activity settings.

- a. Utilize time effectively to set personal goals, practice, and complete assigned tasks.
- b. Work independently and on task with a partner and in small or large group activities.
- c. Demonstrate maturity and self-control in conflict situations.
- d. Take a supportive role to encourage and positively influence peers in a variety of activity settings.
- e. Participate in academic service-learning activities available in the community.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Objective 1: Understand that physical activity provides opportunities for enjoyment and social interaction.

- a. Select competitive and recreational activities that bring personal satisfaction.
- b. Appreciate the aesthetic value of activity participation in a variety of settings.
- c. Recognize that physical activities offer a positive environment to meet and interact with people of varying interests and ability levels.
- d. Describe how the participation with others can positively influence the attainment of personal fitness goals.

Objective 2: Recognize that physical activity provides opportunities for personal challenge.

- a. Explore a variety of personally challenging activities during and after school hours.
- b. Voluntarily participate in competitive and recreational activities.
- c. Utilize short- and long-term goals in activity selection.
- d. Define challenges and risk factors that change with the aging process.

Objective 3: Utilize physical activities to provide opportunities for self-expression.

- a. Choose activities that are personally rewarding.
- b. Utilize imagination, self-expression, and creativity in designing personal fitness plans.
- c. Bolster self-esteem through activity participation.
- d. Participate in programs and facilities in the community that foster activity choice and self-expression.

Individualized Lifetime Activities

Individualized Lifetime Activities is a number of one-semester classes. They are designed to offer a higher level of proficiency and more in-depth instruction in up to three different lifetime activities. Activities requiring large numbers of participants, where individual participation may be limited, are not appropriate; rather, the curriculum should emphasize individual or dual activities. Team sports are not emphasized, and only those with carry-over value as lifetime activities are offered. Improved fitness is a goal of each *Individualized Lifetime Activities* course. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in up to three lifetime activities. Competency is defined as the ability to apply basic skills, strategies, and rules using standardized guidelines or rubrics.

Examples of activities which may be included, but not limited to, are golf, archery, bowling, weight training and conditioning, aerobics, walking, jogging, climbing, social dance, disc golf, tennis, disc football with no more than six members per team, in-line skating, biking, fishing, martial arts, and aquatics. Physical fitness and proper nutrition are emphasized as necessary for maintaining good health throughout life, and physical activity is taught as a means of reducing stress. Assigned reading and writing assignments, which include activity journals and/or portfolios, broaden the physical education experience and contribute to the literacy of students. Opportunities for academic service-learning are made available to students.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities offered are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Program to Expand Student Opportunities —With prior approval of the physical education department, lifetime activities courses may be offered and taught by individuals outside of the physical education department during the school day. Teachers of these activities must be certified specialists in the activities they teach and must have current cards for First Aid and CPR. This also applies to courses students may take in the community or at local colleges or universities during the summer months.

Individualized Lifetime Activities

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Apply required techniques to be competent in a variety of sport, adventure, and fitness activities.

- a. Demonstrate basic competence and participation in a variety of areas that may include individual and group activities, leisure/lifetime activities, aquatics, and cooperative activities.
- b. Participate successfully in activities using advanced skills and strategies with increasingly more complex movement skills, while consistently following rules and regulations.

Objective 2: Demonstrate the necessary knowledge and skills to be proficient in a few movement forms.

- a. Identify the critical elements of increasingly complex game and movement forms.
- b. Demonstrate understanding of the advanced skills, strategies, and rules of activities.
- c. Use mental and physical cues in practicing activities.
- d. Detect and correct errors in personal performance and in the performance of others.
- e. Use internal and external feedback to analyze and improve performance.

Standard 2: Students will demonstrate understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the performance of movement activities.

Objective 1: Demonstrate knowledge of the relationships of movement concepts including physical, mental, and social applications.

- a. Demonstrate the importance of proper form to success in activities; the influence of strength, speed and size; and the type of equipment used.
- b. Apply biomechanical principles to analyze and improve activity performance.
- c. Understand physiological concepts as they relate to aerobic and anaerobic activities.
- d. Communicate to improve group performance and develop strategies to include others in activity settings.
- e. Use visualization to improve performance.

Objective 2: Apply movement concepts to the learning and development of movement skills.

- a. Demonstrate transfer of basic manipulative skills and concepts to specific sports and activities.
- b. Analyze performance through the use of video and digital cameras and other means.
- c. Design appropriate practice sessions based on personal needs to improve performance.
- d. Identify how skill, strength, previous experience, desire to play, and other personal characteristics affect participation in specific types of activities or practice sessions

Standard 3: Students will participate regularly in physical activity.

Objective 1: Participate in activities that promote physical fitness and enjoyment.

- a. Identify the fitness benefits in a variety of activities.
- b. Identify and utilize activities and facilities in the community that meet personal participation and fitness needs.
- c. Use readily available resources and materials to engage in home fitness activities.
- d. Participate in lifetime activities that are personally rewarding.

Objective 2: Apply the knowledge to be able to develop and maintain an active lifestyle.

- a. Analyze lifelong activity participation considering age, gender, family needs, job demands, and socioeconomic status.
- b. Self-assess all components of physical fitness using a variety of assessment tools.
- c. Design short-term and long-term personal fitness programs.
- d. Analyze the nutritional aspects of developing and maintaining a healthy lifestyle.
- e. Use activity journals/portfolios to track personal progress in developing and maintaining fitness.

Standard 4: Students will achieve and maintain a health-enhancing level of physical fitness.

Objective 1: Participate in activities to develop a foundation of physical fitness.

- a. Participate in activities that develop muscular strength and/or endurance, flexibility and cardiovascular fitness.
- b. Recognize the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease.

Objective 2: Adjust and monitor fitness and the execution of movement skills using a variety of technological resources.

- a. Demonstrate familiarity with a variety of computer software programs for improving and monitoring skills and fitness levels.
- b. Create a video individually or with a partner to illustrate correct form and technique in selected activities.
- c. Use a camcorder or digital camera to identify key elements of an activity or to provide a record of improvement from the beginning to the end of an instructional period.
- d. Prepare reports on fitness and activity using Internet resources.
- e. Utilize heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and pedometers to assess and track fitness levels.

Standard 5: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Analyze potential dangers in exercise and activities and identify safe alternatives.
- b. Act independently of peer pressure in developing healthy choices.
- c. Set goals and work independently in pursuit of fitness and skill development.

- d. Recognize the meaning and importance of rules in activity participation.
- e. Practice budgeting time to complete fitness tasks.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Self-officiate in recreational sports.
- b. Positively recognize efforts by opponents in a number of different activities.
- c. Communicate with fellow participants to solve conflict without confrontation.

Objective 3: Demonstrate responsible social behavior.

- a. Be willing to walk away to avoid verbal or physical confrontation in activity settings.
- b. Listen to all sides before taking action in solving conflict.
- c. Develop strategies to include others in activity participation.
- d. Participate in academic service-learning projects to assist people in the community.

Objective 4: Demonstrate respect and understanding of differences among people in activity settings.

- a. Report on the historical roles and values of games, sports, and dance in different cultures.
- b. Participate in games and sports with participants of varying ability levels.
- c. Recognize the effects of age on activity performance and choice in a lifelong fitness and activity plan.
- d. Adapt or modify activities to include participants of diverse backgrounds and ability levels.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Objective 1: Demonstrate that physical activity provides opportunities for a lifelong healthy lifestyle.

- a. Know the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice.
- b. Explore indoor and outdoor activities offered in the community.
- c. Utilize personal knowledge to improve fitness and skill levels throughout the life cycle.
- d. Participate in activities to prevent and relieve everyday stress.

Objective 2: Demonstrate that physical activity provides opportunities for personal challenge.

- a. Differentiate between appropriate and inappropriate risks in activity selection and participation.
- b. Develop trust through adventure-based and cooperative learning activities.
- c. Recognize abilities and limitations when setting goals and personal challenges.

Objective 3: Demonstrate that physical activity provides opportunities for self-expression and social interaction.

- a. Explore new activities individually and with others.
- b. Choose activities that contribute to self-expression and social interaction.
- c. Extend participation in activities to non-school social environments.
- d. Visualize activity participation as a means of meeting, understanding, and participating with people of diverse backgrounds.