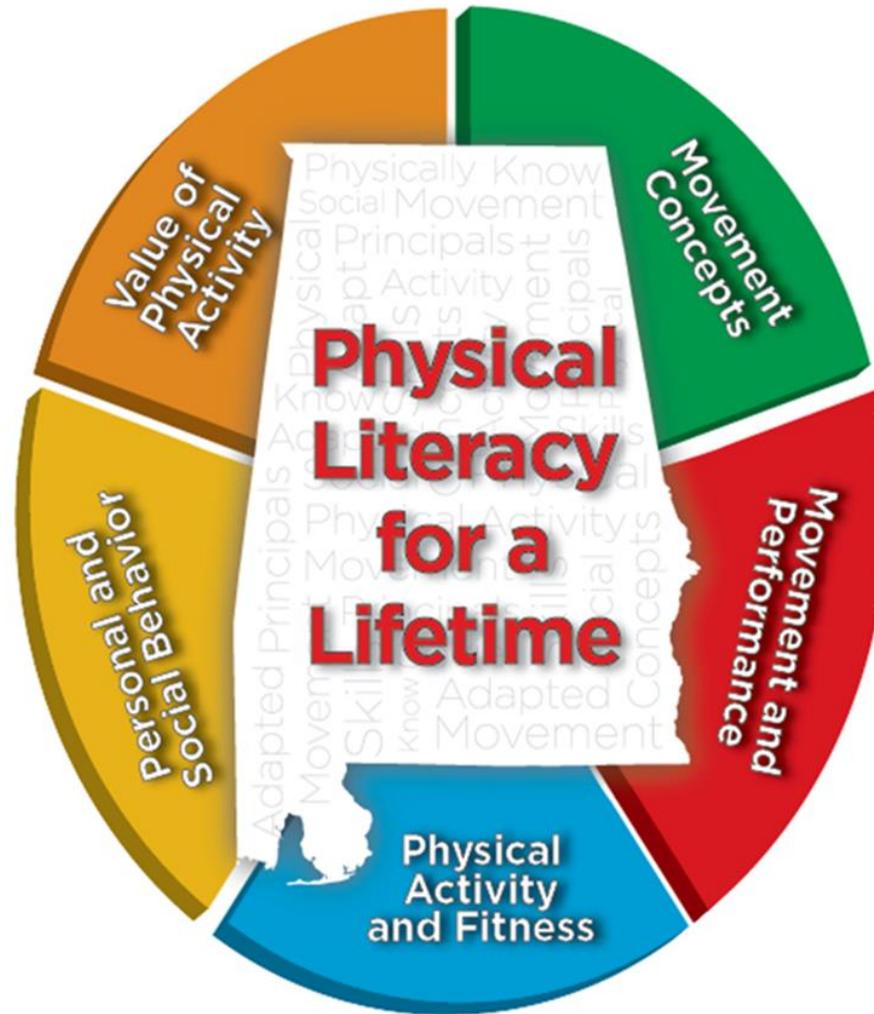


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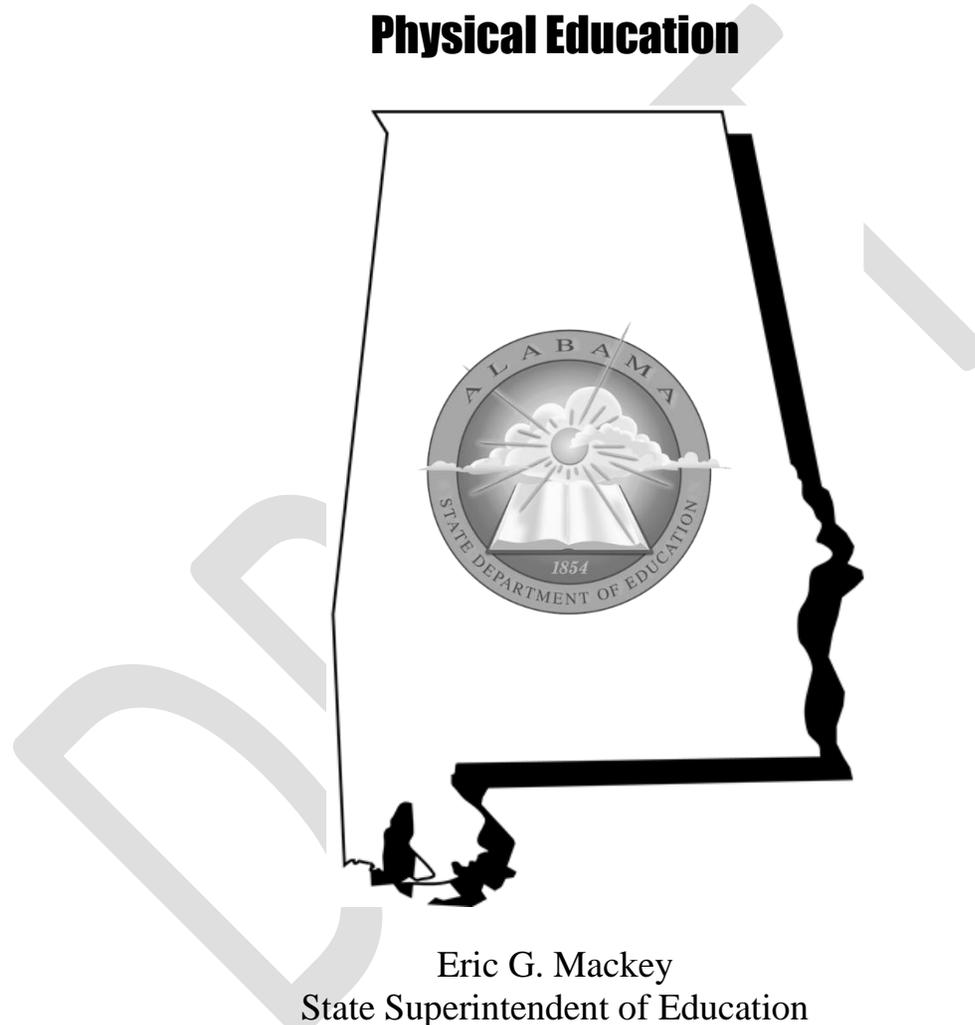
# PHYSICAL EDUCATION



Eric G. Mackey, State Superintendent of Education  
Alabama Department of Education

# Alabama Course of Study

## Physical Education



Eric G. Mackey  
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ALABAMA DEPARTMENT OF EDUCATION

# Preface

The 2019 *Alabama Course of Study: Physical Education* provides the framework for the physical education program in Alabama’s public schools. Content standards and related content included in document are minimum and required (*Code of Alabama*, 1975, §16-35-4). They are fundamental and specific but not exhaustive. In developing local curriculum plans, school systems may include additional content standards to reflect local philosophies and add implementation guidelines, resources, and activities; which, by design, are not contained in this document.

The 2018-2019 Physical Education State Course of Study Subcommittee extensively used the document, *National Standards and Grade-Level Outcomes Physical Education*. In addition, Subcommittee members attended state, regional, and national conferences; read and researched best practices; reviewed similar curriculum from other states; listened and responded to public comments and outside reviewers from Alabama’s postsecondary institutions; used each member’s academic and experiential knowledge; and discussed issues among themselves and with colleagues. Finally, the Subcommittee reached consensus and developed what it believes to be the best possible physical education course of study for Alabama’s K-12 students.

# Alabama's Physical Education Curriculum

## General Introduction

The 2019 *Alabama Course of Study: Physical Education* provides the framework for the physical education program for Grades K-12 in Alabama's public schools. The document outlines content standards for physical education in Grades K-8; the required high school course, Beginning Kinesiology; and high school elective courses. These standards emphasize a continuum of learning, building on elements taught in each grade. For this reason, a change in format allows teachers to see progression across the grade levels and is more user friendly. Alabama's program focuses on both student participation and student learning to achieve mastery of the content standards within this document.

The overall goal of Alabama's K-12 physical education program is to produce physically literate individuals through standards-based best practices. A physically literate individual is defined as a person who has the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

The *Alabama Course of Study: Physical Education* is based upon current knowledge and research regarding developmentally appropriate practices, outcomes, and objectives. It identifies the minimum content that students must know by the end of each grade level or course, and provides educators guidance for designing quality physical education programs. Characterized by strong curriculum and positive learning opportunities, students become physically literate and active for their lifetimes.

SHAPE America (Society for Health and Physical Educators) has established broad national standards which provide the framework for comprehensive, high-quality physical education programs and identify what students should know and be able to do as a result of their participation. SHAPE America standards were carefully considered in developing these Alabama standards.

National statistics clearly indicate that the prevalence of overweight and obese children has reached alarming levels. Research shows that students who participate in regular, fitness-based physical education show improved health, enhanced academic achievement, increased on-task behavior, better concentration, improved absenteeism, healthier school culture, and increased problem-solving skills.<sup>1</sup> Passage of Every Student Succeeds Act (ESSA) emphasizes the importance of physical education in the *well-rounded education* of all students along with other subjects.

Physical education encourages a positive attitude toward self and others, an important factor in creating a safe and healthy learning environment, which fits perfectly with Alabama's vision for education.

Alabama schools have a responsibility to provide quality physical education programs that allow their K-12 students to acquire the knowledge and skills necessary to maintain healthy lifestyles that contribute to a better quality of life. Positive habits established during childhood and adolescence are vital to the health and wellness of adults and, therefore, must be addressed within the school curriculum.

Physical education provides unique learning opportunities that contribute to students becoming physically literate and engaging in a physically active lifestyle.

The Standards lay out a vision of what it means to be a physically literate person at each grade level. The skills and understandings students are expected to demonstrate also have wide applicability outside the school setting.

Citation:

<sup>1</sup> <https://www.healthypeople.gov/2020/leading-health-indicators/2020-lhi-topics/Nutrition-Physical-Activity-and-Obesity>

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# Alabama's K-12 Physical Education Program

## Conceptual Framework

The conceptual framework is designed to highlight the important features of the Course of Study. Physical literacy for a lifetime is the overall goal of Alabama's physical education program, from kindergarten through high school. The phrase is placed prominently at the center of the map of the state, because the underlying aim of physical education is to have a positive, lasting impact on the lives of all Alabama students. The background of the state is filled with positive physical terms which highlight the importance of activity in achieving a healthy lifestyle. The goal is surrounded by the five anchor standards, which form the foundation for physical literacy. The standards are interconnected and are addressed at every grade level to achieve a balanced approach to becoming a physically literate individual.

***Movement and performance*** standards guide students to demonstrate competency and skill in movement and motor patterns through a variety of movement experiences.

***Movement concepts*** is closely linked to performance, providing the conceptual understanding needed to utilize skills appropriately. These standards lead students to be successful in applying various strategies and tactics in a wide range of settings.

***Physical activity and fitness*** focuses on attaining the knowledge, skills, and confidence to achieve and maintain health-enhancing physical fitness, including cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. The standards provide the opportunity to identify and reach an appropriate level of physical fitness for an active lifestyle throughout their lives.

***Personal and social behavior*** highlights the importance of developing behaviors that demonstrate respect for self and others. This standard focuses on creating opportunities for students to exhibit personally and socially responsible attitudes and behaviors when interacting with others, participating in competitive activities, handling conflict, and showing appropriate sporting behavior as participants and spectators. These skills learned in physical education class are also valuable in personal and social situations for the rest of their lives.

***Value of physical activity*** recognizes the importance of the many benefits of physical activity on the overall quality of life. Physical activity has a positive impact on health, provides enjoyment, provides self-challenging opportunities, develops self-confidence, allows for self-expression, and encourages social interaction. Students learn to value activity for its effect on their own lives and are guided to develop a mindset that motivates them to be physically literate for a lifetime.



# Position Statements

## Program Purpose

Physical education is the only academic subject that addresses the whole child, dealing with physical, mental, social, emotional, and cognitive attributes. As with other subjects in which students are graded, physical education is a required course that is based on standards, guided by a course of study, taught by certified teachers, and includes student assessments...

According to Every Student Succeeds Act (ESSA), physical education is part of a well-rounded education because of its impact on and direct link to student achievement, especially in the early grades.

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. Physical education is an essential part of the total education for all students. Therefore, every child should have the opportunity to participate in a quality physical education program that provides a safe, inclusive, and progressive learning environment to address the diversity of students in Alabama.

## Quality Physical Education Program

A quality physical education program follows an appropriate sequential curriculum that delivers learning experiences to all students. A quality physical education curriculum is the framework that provides guidance for teaching methods, provides physical activity instruction, and is based on the *Alabama Course of Study: Physical Education*, which describes what a physically educated student should know and be able to do. The effectiveness of school physical education is enhanced when it is implemented as an integral part of the academic climate of the school, and when physical education outcomes are reinforced by other components of the program.

## Physical Literacy

Physical literacy is “the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”<sup>2</sup> According to Mandigo, Francis, Lodewyk and Lopez, a physically literate individual has learned the skills to participate in a variety of physical activities and understands the implications and benefits of involvement in such activities; participates regularly in physical activity; is physically fit, and values physical activity and its contributions to a healthy lifestyle.

## **Medical Excuses**

Local school systems or schools are encouraged to adopt a policy concerning medical excuses for non-participation in physical education programs. Teachers who adopt their own policy should have approval from the administration. All excuses for exemption from physical education activities must be kept on file for two years and then properly disposed of, either by shredding or by burning. Confidentiality when filing such papers is of utmost importance.

## **Appropriate and Safe Attire for Physical Education**

It is highly recommended that physical education teachers work with administration to create a policy regarding appropriate clothing in physical education (athletic shoes, physical education uniform, etc.) for safety, comfort, freedom of movement, and modesty.

## **Extreme Temperatures**

Weather conditions should be monitored by staff to determine the setting and appropriate activity level for physical education class. Forty to ninety degrees is the recommended temperature for outdoor activities with wind chill and heat index considered.

## **Physically Active Students**

Research shows that healthy, physically active students are better learners. According to the Centers for Disease Control and Prevention (CDC), participation in physical activity reduces the risk of heart disease, stress, and depression; improves physical fitness; and may increase the likelihood of a more active lifestyle. Daily participation in a quality physical education program provides health-related benefits that enable students to enhance cognitive ability. Additionally, the CDC recommends students should accumulate at least 60 minutes of age appropriate physical activity each day. This daily accumulation can be achieved through a quality physical education program, recess/activity breaks, brain boosters, or before and after school activity. It is recommended that these activities are moderate to vigorous in nature.

SHAPE America recommends implementing a Comprehensive School Physical Activity Program (CSPAP) for students to achieve at least 60 minutes and up to several hours of physical activity per day. A CSPAP is a multi-component approach by which school districts and schools provide multiple opportunities to accumulate 60 minutes of physical activity before, during and after the school day

## **Brain Boosters**

Brain Boosters are useful tools to help activate, energize and stimulate a student's brain. Research indicates that brain boosters also improve concentration and relieve stress. The most effective brain breaks incorporate some level of physical movement in order to stimulate neurological pathways and help both hemispheres of the brain work together. Students should have a kinesthetic brain break every 60 minutes for a minimum of 5 minutes. Physical education teachers are highly encouraged to share the importance of brain breaks throughout the entire day and share suggested activities with the classroom teacher. Additional resources can be found at GoNoodle website.

## **Recess/Breaks**

Recess is a necessary break from the rigors of concentrated, academic challenges in the classroom. Safe and well-supervised recess offers cognitive, social, emotional, and physical benefits which are vital to promoting the optimal development of the whole child. It is considered best practice for all students to receive a minimum of 20 minutes of daily, unstructured activity time.

Recess is different from, and a complement to, physical education, and one may not be substituted for the other. Recess time should be separate from physical education class. It can be broken up into smaller increments of time throughout the day. The CDC recommends strategies for recess during the school day.

It is imperative for the protection of all students that teachers be diligent in enforcing safety rules and providing supervision. Some activities are considered inappropriate for physical activity and recess.

It's inappropriate practice for a classroom teacher to withhold recess as a behavioral management technique, and physical activity cannot be used as a form of punishment.

## **Physical Activity vs. Physical Education**

It is important to understand not only the differences between physical education and physical activity, but also how they work together to develop students' knowledge, skills, and confidence. **Physical education** is the planned and structured environment where students learn skills and the benefits of movement. **Physical activity** is any movement of the body that uses energy and occurs as a part of one's daily routine (such as walking, gardening, riding a bike, shooting basketball, or swimming). Physical activity can be a time to practice what is learned in physical education class. Physical activity, including recess, breaks, brain boosters, and free play, and may not substitute for daily physical education instruction.

## **Assessment**

Assessments such as student journals, active participation, fitness assessment, and skill rubrics are recommended to assist with individualized instruction activities, yearly curriculum planning, communication with parents, and evaluation of program effectiveness. All assessments should be linked to the instructional program and should be designed to provide students with a confidential analysis of their progress, including suggestions for enhancing performance.

While wearing prescribed apparel is important during physical activity, it should not be a major factor in determining student grades. In addition, the Alabama Physical Fitness Assessment\_ is designed to help students gain knowledge of their physical capabilities and is not intended to be used as a formal assessment tool for assigning numerical or letter grades.

## **Alabama Physical Fitness Assessment**

The Alabama Physical Fitness Assessment must be administered to Grade 2-12 students, including students who receive exemptions from the State Superintendent of Education. Fitness data must be reported to the State Department of Education (SDE).Alabama Administrative Code 290-2.

This assessment focuses on health-related fitness, which is linked to fitness components that may lower student health risks such as high blood pressure, diabetes, and lower back pain. The APFA is designed to comprehensively assess the health and physical fitness of all Alabama students. This assessment, which is criterion-referenced, targets achieving and maintaining a healthy level of fitness in the areas of Aerobic Cardiovascular Endurance, Muscular Strength/Endurance, Abdominal Strength/Endurance, and Flexibility. (Alabama State Board of Education Resolution November 10, 2011)

## **Physical Education Graduation Requirement**

Beginning Kinesiology is the mandated course that fulfills the high school graduation requirement for physical education. This course reinforces K-8 learning by providing students with further knowledge and skills to construct and implement a lifelong plan for physical activity. While it is recommended that students take this course their freshman year of high school, it may be taken at any time before graduation.

Beginning Kinesiology cannot be replaced with extra-curricular activities or other courses as these do not meet the national standards for physical education.

## **Administrative Support**

Actively engaged, responsive administrators recognize the physical education program as an essential part of the total school curriculum. Administrators must hold all physical education teachers accountable for providing a quality program by reviewing the teachers' lesson plans and ensuring they are aligned with Course of Study standards. Local boards of education must provide adequate funding, appropriate professional development opportunities, and equitable classroom and environmental conditions (including class size) to ensure all Alabama students have access to quality physical education programs.

## **Instructionally Appropriate Activities**

Through updated content standards, many traditional activities have been identified as inappropriate. Certain activities can be **modified** to make them appropriate for use in physical education class. Refer to Appendix B for further information.

## **Class Size**

In order to maintain student safety and ensure that quality instruction can occur, the Southern Association of Colleges and Schools (SACS) recommends that elementary physical education teachers come into contact with no more than 1,000 students per week, and that middle school and high school physical education teachers have no more than 200 students per day.

## **Alternative Lesson Plans**

Students who are not able to participate in physical education due to illness, injury, or other reasons are expected to attend their regularly scheduled physical education class to receive an alternative lesson. Alternative lesson plans should be prepared by the certified physical education teacher so the student is engaged, involved, and included as much as possible within defined restrictions per their written excuse from a parent or doctor. Alternative lesson plans must provide for the safety of all students and include a means for student assessment.

An alternative lesson plan for students with prolonged illness or injury shall follow school policy or recommendations as outlined in the Alabama 504 Process State Guidelines.

## **Adapted Physical Education**

Adapted physical education is a *direct or indirect service* provided through an IEP or 504 plan. Adapted physical education activities may be adapted or modified to address the individual needs of students. All physical education teachers address the unique abilities and needs of each child to ensure his or her access to the general physical education curriculum. The ultimate goal is not to modify curriculum but to accommodate activities to allow students receiving special services to participate in the general physical education setting with their peers and to be successful.

However, if specially designed physical education is necessary, this must be documented with benchmarks and goals within the Individualized Education Program (IEP). If goals and benchmarks are to be placed in the IEP, then the physical educator should be part of the IEP team and be included in IEP meetings. It is the responsibility of the exceptional education specialist to communicate with the physical education specialist on a regular basis the IEP, outcomes of IEP meetings and other information to ensure success for all students.

### **Whole School, Whole Child, Whole Community**

The Whole School, Whole Community, Whole Child\_(WSCC) model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as a part and reflection of the local community.

Using the WSCC model schools, health agencies, parents, and communities share a common vision of supporting the health and academic achievement of all students. Research shows that academic achievement improves when students are engaged in a healthy, active lifestyle. Through collaboration with stakeholders, *all students* in every school in every community are healthy, safe, engaged, supported, and challenged.

The ultimate goal is for all students to graduate from high school with the knowledge, skills, and values needed to live a healthy, active life.

# Directions for Interpreting the Minimum Required Content

**Anchor Standards** – Overarching guidelines for content standards based on the national physical education standards. These are the in bold, italicized print highlighted in green in the headings of each table.

**Content Standards** – These define what students should know or be able to do at the conclusion of the grade level or course. Content standards in this document contain minimum require content.

**Intention of the table** – Grade level content standards are located in the left column of each table and are in bold print. Progression of content standards is shown moving left to right in the table.

**Numbering of Standards** – Grade level is listed first, followed by the anchor standard and then the content standard.

Example to table below  
**(6-1.3 = Grade 6-Anchor Standard 1.Content Standard 3)**

**Key:** Grade Level-Anchor Standard.Content Standard  
**APE=Adapted physical education accommodations**

**Examples** – clarifies components of content standards and may be listed in the appropriate box.

*Students can:*

Anchor Standard	<b>(Anchor standard 1) Motor Skills and Movement Patterns:</b> <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	<b>Standard 1</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Content Standard	<b>1.3</b> <b>Manipulative</b> <i>Catching</i>	<b>6-1.3</b> Catch using the proper form from a variety of trajectories using various objects and tasks.	<b>7-1.3</b> Catch using the proper form from a variety of trajectories using different objects in small-sided game play.	<b>8-1.3</b> Catch using an implement in a dynamic environment or modified game play. Example: lacrosse stick, glove
		Grade Standard	Grade Standard	Grade Standard

**Example to table below)**  
**(Bk.2.1 = Grade 9-12 Beginning Kinesiology.Anchor Standard 2.Content Standard 1)**

Outcomes for high school students are organized into two levels.

**Level 1** indicates the minimum knowledge and skills that students must attain.

**Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

<b>Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>		
<b>Standard 2</b>	<b>Level 1</b>	<b>Level 2</b>
<b>BK.2.1</b> <b>Movement and Performance</b>  <i>Movement concepts, principles, and knowledge</i>	Explain the terminology associated with exercise and participation in selected individual-performance activities. Examples: dance, net and wall games, target games, and/or outdoor activities	Explain and discuss the historical and cultural roles of games, sports, and dance.

**Imbedded into the all grade-level standards are adapted physical education suggestions on how to make accommodations for students with disabilities.**

***Adapted Physical Education (APE) Accommodation suggestions: Sliding, Galloping, jogging, and running – Hand held assistance to increase speed and balance, fast pace walking, shorten distance, peer assistance (sliding – step together step, side to side)***

# **Anchor Standards for K-12 Physical Education**

The goal of physical education is to develop physically literate individuals. Physical literacy is the motivation, physical confidence, knowledge, and understanding to value and take responsibility for engagement in physical activities for a lifetime.

## **Standard 1: Motor Skill and Movement Patterns**

A physically literate individual exhibits competency in a wide variety of motor skill experiences and movement patterns.

## **Standard 2: Movement and Performance**

A physically literate individual applies knowledge of concepts, principles, and strategies related to movement and performance.

## **Standard 3: Health-Enhancing Physical Activities**

A physically literate individual demonstrates the knowledge, skills, and motivation to strive for and maintain a health-enhancing level of physical activity and fitness.

## **Standard 4: Personal and Social Responsibility**

A physically literate individual exhibits personal and social responsibility that respects self and others.

## **Standard 5: Values Physical Activity**

A physically literate individual acknowledges the value of physical activity for health, enjoyment, self-expression, and social interaction.

# KINDERGARTEN – GRADE 5 OVERVIEW

The physical education program for Grades K-5 focuses on physical literacy by emphasizing the introduction and refinement of fundamental motor skills and introducing sport skills and modified games. Students are introduced to the concept that physical activity is an essential component of physical literacy and are encouraged to develop a sense of responsibility in making lifestyle choices. Health-related fitness content is introduced and integrated into physical education lessons to provide students with the ability to make healthy versus unhealthy choices and to stress the importance of physical activity for mental and physical health, all of which contribute to wellness for a lifetime.

Physical characteristics attributed to students in Grades K-2 often include hearts and lungs that are small in relation to height and weight, head size not in proportion to body size, and tissues and bones that are somewhat soft. These characteristics may contribute to students' lack of endurance in sustained activities and difficulty in balance activities. Students experience a slow, steady growth rate and have limited muscular strength. Locomotor and non-locomotor skills are introduced in Kindergarten and are practiced and refined through Grade 2.

Students in Grades K-2 have limited attention spans and a high degree of curiosity and creativity. Students at this level begin to express individual opinions and understand the concept of teamwork. Social development is also emphasized in the Grades K-2 physical education program. Content standards stress active but safe participation, adherence to class routine, the ability to take turns and share, demonstration of good sportsmanship, and the ability to resolve differences among each other.

The focus of the Grades K-2 physical education program is acquisition of fundamental motor skills integrated with a variety of movement concepts. These activities require concentration and repetition where students are challenged and actively engaged in manipulating materials, solving problems, and applying movement skills and concepts. In addition, these young students require frequent transitions and activities of short duration. Learning opportunities will progress from individual to partner to small group activities.

In Grades 3-5, students exhibit greater attention spans, increased small muscle control, and enhanced cognitive capacities. Students' physical characteristics include steady growth, with girls developing more rapidly than boys; more refined gross motor and manipulative skills; highly developed balance skills; and improved body control. The development of locomotor skills is relatively complete.

During this developmental period, most students progress from being teacher-dependent to being self-guided. Students in this age group are capable of increased cooperation and sportsmanship and are able to solve problems and conflicts when given appropriate support and guidance. They develop socially and emotionally, and become more concerned with pleasing their peers. Content standards require students to work together to promote cooperative and competitive social skills, responsible behavior, and positive attitudes regarding participation in the physical education setting.

Large-group activities and modified game settings are introduced, while individual and small-group activities are still encouraged for skill

development. Although students often become very interested in competitive activities, competition should not be the primary focus of a quality physical education program.

With the rise in obesity and disease associated with a lack of physical activity, it is imperative that students in Grades K-5 learn to make responsible lifestyle choices. Content standards are designed to develop proficiency in movement concepts, support physiological principles regarding physical activity, and promote healthy behaviors that lead to physical literacy for life.

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## Kindergarten – Grade 5

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics, and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

*Students can*

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>						
<b>1.1</b> <b>Locomotor Skills</b>  <i>Hopping, galloping, jogging, running, sliding, skipping, leaping</i>	<b>K-1.1</b> Attempt to hop, gallop, jog, run, slide, skip, leap-while maintaining balance.	<b>1-1.1</b> Demonstrate correct form for hopping, galloping, and sliding.	<b>2-1.1</b> Demonstrate correct form for skipping.	<b>3-1.1</b> Demonstrate correct form for leaping.	<b>4-1.1</b> Apply locomotor skills in a variety of individual, partner, and small group activities and dance.	<b>5-1.1</b> Demonstrate correct form of locomotor skills in a variety of individual, partner, and small group activities and dance.
<b>1.2</b> <b>Locomotor</b>  <i>Jogging, running</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<b>2-1.2</b> Demonstrate correct form for jogging and running.	<b>3-1.2</b> Travel showing differentiation in pacing when jogging and running.	<b>4-1.2</b> Demonstrate correct pacing for distance running.	<b>5-1.2</b> Apply appropriate form and pacing for running a variety of distances.
<b>Adapted Physical Education (APE) Accommodation suggestions: <i>Sliding, Galloping, jogging, and running</i> – Hand held assistance to increase speed and balance, fast pace walking, shorten distance, peer assistance (sliding – step together step, side to side)</b>						
<b>1.3</b> <b>Locomotor</b>  <i>Jumping and landing</i>	<b>K-1.3</b> Perform jumping and landing actions.	<b>1-1.3</b> Perform jumping and landing actions with balance.	<b>2-1.3</b> Use a variety of one- and two-footed take-offs and landings.	<b>3-1.3</b> Use correct form for jumping and landing.	<b>4-1.3</b> Combine jumping and landing patterns with locomotor and manipulative skills.	<b>5-1.3</b> Apply jumping and landing patterns with locomotor and manipulative skills in individual, partner, and small group activities.

**(APE) Accommodation Suggestions:** *Hopping, jumping, and leaping* –Hand held assistance, mini trampoline, rope on floor, peer assistance

<p><b>1.4</b> <b>Locomotor</b> <i>Dance/Rhythm</i></p>	<p><b>K-1.4</b> Apply rhythmic expression in response to music.</p>	<p><b>1-1.4</b> Combine locomotor, non-locomotor, and manipulative skills in rhythmic activities. Examples: use rhythm sticks, scarves, ribbons while dancing or marching</p>	<p><b>2-1.4</b> Demonstrate directionality in simple folk, line, partner, and circle dances and routines.</p>	<p><b>3-1.4</b> Perform teacher-selected and developmentally appropriate dance steps and movement patterns.</p>	<p><b>4-1.4</b> Combine locomotor movement patterns and dance steps to create and perform an original dance.</p>	<p><b>5-1.4</b> Demonstrate rhythms and patterns that combine locomotor skills in both cultural and creative dances, alone and with a group.</p>
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**(APE) Accommodation Suggestions:** Slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts and allow for lots of review/practice, peer assistance.

<p><b>1.5</b> <b>Non-locomotor* (stability)</b> <i>Balance</i></p>	<p><b>K-1.5</b> Use different bases of support to maintain momentary stillness.</p>	<p><b>1-1.5</b> Maintain stillness on different bases of support with different body shapes.</p>	<p><b>2-1.5</b> Balance on different bases of support, combining levels and shapes.</p>	<p><b>3-1.5</b> Balance on different bases of support, demonstrating muscular tension and extensions of body parts.</p>	<p><b>4-1.5</b> Balance on different bases of support in multiple levels and shapes while utilizing a variety of equipment.</p>	<p><b>5-1.5</b> Combine balance and transferring weight in a sequence or dance with a partner.</p>
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**(APE) Accommodation Suggestions:** Hand over hand assistance, peer assistance, modeling, activities can be done on the floor instead of on equipment

<p><b>1.6 Non-locomotor* (stability)</b></p> <p><i>Curling and stretching; twisting and bending</i></p>	<p><b>K-1.6</b> Attempt to create wide, narrow, curled, and twisted body shapes by curling and stretching.</p>	<p><b>1-1.6</b> Create wide, narrow, curled, and twisted body shapes by curling and stretching.</p>	<p><b>2-1.6</b> Differentiate among twisting, curling, bending, and stretching actions.</p>	<p><b>3-1.6</b> Move into and out of curling, twisting, and stretching positions.</p>	<p><b>4-1.6</b> Create sequences using curling, twisting, and stretching actions.</p>	<p><b>5-1.6</b> Perform curling, twisting, and stretching actions with correct application in dance, individual, partner, and small group activities.</p>
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**(APE) Accommodation Suggestions:** Hand over hand assistance and modeling

<p><b>1.7 Non-locomotor (stability)</b></p> <p><i>Weight transfer, rolling</i></p>	<p><b>K-1.7</b> Transfer weight from one body part to another in self-space.  Roll sideways in multiple body shapes. Examples: log roll, egg roll, pencil roll</p>	<p><b>1-1.7</b> Transfer weight from one body part to another in self-space with either a narrow or curled body shape.</p>	<p><b>2-1.7</b> Transfer weight from feet to different body parts/bases of support for balance.  Roll in different directions with either a narrow or curled body shape.</p>	<p><b>3-1.7</b> Transfer weight from feet to hands for momentary weight support.</p>	<p><b>4-1.7</b> Transfer weight from feet to hands, varying speed and using large body extensions. Examples: mule kick, handstand, cartwheel  Combine traveling with balance and weight transfers to create a sequence with or without equipment.</p>	<p><b>5-1.7</b> Transfer weight in movement patterns.  Combine actions, balances, and weight transfers to create a sequence with a partner, with or without equipment.</p>
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**(APE) Accommodation Suggestions:** Step with right foot lift with left, step with left foot lift with right. Rolling – hand over hand assistance

*\*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.*

<b>1.8</b> <b>Manipulative</b> <i>Underhand and overhand throw</i>	<b>K-1.8</b> Attempt underhand and overhand throw.	<b>1-1.8</b> Throw underhand and overhand with opposing hand/foot.	<b>2-1.8</b> Throw underhand and overhand, demonstrating correct form with opposing hand/foot.	<b>3-1.8</b> Throw underhand and overhand to a partner or target with accuracy.	<b>4-1.8</b> Throw underhand and overhand to a partner or target for accuracy and distance.	<b>5-1.8</b> Throw underhand and overhand using correct form in dynamic environments.
<b>(APE) Accommodation Suggestions:</b> Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful. Decrease distance of target for novice students; increase distance of target for advanced students. Increase target size for novice students, decrease target size for advanced students; ball launchers						
<b>1.9</b> <b>Manipulative</b> <i>Catching</i>	<b>K-1.9</b> Attempt to catch a dropped ball from varying heights.	<b>1-1.9</b> Catch various sizes of soft objects from a self-toss before it hits the ground.	<b>2-1.9</b> Catch a self-tossed or well-thrown object with hands, not trapping or cradling against the body.	<b>3-1.9</b> Catch a ball thrown by a partner, demonstrating correct form.	<b>4-1.9</b> Catch a ball, thrown at varying levels and distances by a partner, with correct form.	<b>5-1.9</b> Catch with correct form in dynamic individual, partner, and small group activities.
<b>(APE) Accommodation Suggestions:</b> Decrease distance ball is tossed, rolled or bounced; provide students the opportunity to catch an object using a bucket or a basket; Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, balloons (be aware of latex allergies) fleece balls						
<b>1.10</b> <b>Manipulative</b> <i>Dribbling and/or ball control with hands</i>	<b>K-1.10</b> Attempt to dribble a ball with one hand using consecutive contact.	<b>1-1.10</b> Dribble continuously in a stationary position, using the preferred hand.	<b>2-1.10</b> Dribble continuously in self-space with preferred hand, demonstrating correct form.  Dribble continuously while traveling, using the preferred hand.	<b>3-1.10</b> Dribble and travel continuously in general space at varying speeds, demonstrating control of ball and body.	<b>4-1.10</b> Dribble continuously with both the preferred and the non-preferred hands, using correct form.	<b>5-1.10</b> Dribble continuously with both the preferred and the non-preferred hands in dynamic individual, partner, and small group activities.

<b>1.11</b> <b>Manipulative</b> <i>Dribbling/ball control with feet</i>	<b>K-1.11</b> Tap a ball forward, using inside of foot.	<b>1-1.11</b> Walk while tapping a ball, using alternating feet.	<b>2-1.11</b> Dribble with alternating feet, demonstrating control of ball and body.	<b>3-1.11</b> Dribble with alternating feet, demonstrating control of ball and body at varying speeds.	<b>4-1.11</b> Dribble with the feet in general space with control of ball and body in a dynamic setting.	<b>5-1.11</b> Apply foot dribbling in individual, partner, and small group activities.
<b>(APE) Accommodation Suggestions:</b> Use large playground ball; drop and catch, alternating dribble with peer assistant or						
<b>1.12</b> <b>Manipulative</b> <i>Passing and receiving with feet</i>	<b>K-1.12</b> Attempt to pass and trap a slow-moving ball.	<b>1-1.12</b> Pass and trap a moving ball in a static environment, demonstrating correct form.	<b>2-1.12</b> Pass and trap a ball with accuracy to a partner, using varying force and distance.	<b>3-1.12</b> Pass and receive a ball with a stationary partner, using the outsides and insides of the feet to and absorbing force on reception before returning the pass.	<b>4-1.12</b> Pass and receive a ball with a moving partner, using both feet and demonstrating control of ball and body at varying speeds.	<b>5-1.12</b> Apply passing and receiving with either foot in partner and small group activities, using correct form.
<b>(APE) Accommodation Suggestions:</b> Use larger ball, larger targets						
<b>Standard 1</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>1.13</b> <b>Manipulative</b> <i>Kicking</i>	<b>K-1.13</b> Kick a stationary ball, planting foot and making contact with shoelaces.	<b>1-1.13</b> Approach a stationary ball, make contact below center line, and kick it forward.	<b>2-1.13</b> Demonstrate correct form in kicking a stationary ball with a running approach.  Attempt to kick a moving ball. Attempt to kick a dropped ball/object, making contact with shoelaces.	<b>3-1.13</b> Demonstrate a continuous running approach to kick a ball along the ground and in the air.	<b>4-1.13</b> Demonstrate correct form while kicking a ball at a target for accuracy from varying distances.  Demonstrate a kick of a dropped ball/object, making contact with shoelaces.	<b>5-1.13</b> Demonstrate correct form in kicking and punting in partner and small-group activities.

<b>1.14 Manipulative</b> <i>Volleying, overhead and underhand</i>	<b>K-1.14</b> Independently volley lightweight object. Examples: balloon, beach ball, foam ball	<b>1-1.14</b> Independently volley a lightweight object upward with consecutive hits.	<b>2-1.14</b> Demonstrate volleying lightweight objects with partner.	<b>3-1.14</b> Demonstrate volleying a ball with an underhand and overhand technique with a partner.	<b>4-1.14</b> Demonstrate volleying a ball using a two-hand overhead and underhand technique, sending it upward to a target.	<b>5-1.14</b> Demonstrate volleying a ball with a two-hand overhead and under-hand technique, in a dynamic environment. Examples: two
<b>1.15 Manipulative</b> <i>Striking, short implement</i>	<b>K-1.15</b> Attempt to strike a lightweight object with a paddle or other short-handled implement.	<b>1-1.15</b> Demonstrate striking a lightweight object upward with a short-handled implement.	<b>2-1.15</b> Demonstrate striking a lightweight object upward with a short-handled implement, using consecutive hits.	<b>3-1.15</b> Demonstrate striking a lightweight object with a short-handled implement, sending it forward over a low net or to a wall while demonstrating correct form.	<b>4-1.15</b> Demonstrate striking a lightweight object with a short-handled implement, alternating hits with a partner over a low net or against a wall.	<b>5-1.15</b> Apply the skill of striking an object consecutively using a short-handled implement in competitive or cooperative game environments.

**(APE) Accommodation Suggestions:** Use longer or shorter implements for student success in controlling the implement.

<b>Standard 1</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>1.16 Manipulative</b> <i>Striking, long implement (Hockey sticks, putters, noodles, bats, badminton racquets, pillow polo sticks, etc.)</i>	<b>K-1.16</b> Attempt to strike a stationary object with a long-handled implement.	<b>1-1.16</b> Strike a stationary object with a long-handled implement using correct hand placement.	<b>2-1.16</b> Strike an object, using correct hand placement and proper body orientation.	<b>3-1.16</b> Strike a moving object with a long-handled implement, sending it forward, while using correct form.	<b>4-1.16</b> Strike an object at a target with accuracy at varying distances.	<b>5-1.16</b> Strike an object at a target in partner and small group activities.

<p><b>1.17</b> <b>Manipulative</b> <i>Jumping rope</i></p>	<p><b>K-1.17</b> Attempt a single jump with self-turned rope.</p>	<p><b>1-1.17</b> Jump using a self-turned rope.  Attempt turning of long rope multiple times consecutively with a partner.</p>	<p><b>2-1.17</b> Jump a self-turned rope consecutively forward and back-ward with correct form.  Jump a long rope multiple times consecutively with student turners.</p>	<p><b>3-1.17</b> Jump rope using intermediate skills for both long and short ropes. Examples: a variety of tricks, running in and out of long rope</p>	<p><b>4-1.17</b> Create and perform a jump rope sequence combining a variety of skills, using either a short or long rope.</p>	<p><b>5-1.18</b> Create and perform a jump rope sequence combining a variety of skills with a partner, using either a short or long rope.</p>
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**(APE) Accommodation Suggestions:** jump rope on ground, step over self-turned rope, verbal prompting.

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*The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>2.1 Movement Concepts</b>  <i>Space</i>	<b>K-2.1</b> Demonstrate the difference between movement in personal and general space.  Attempt to maintain self-control while moving in personal space.	<b>1-2.1</b> Demonstrate moving in personal and general space while maintaining self-control, in response to designated class expectations.	<b>2-2.1</b> Apply the concept of personal and general space in response to class activities.	<b>3-2.1</b> Demonstrate the concept of spatial awareness in a movement context.	<b>4-2.1</b> Apply the concept of spatial awareness in a movement context involving traveling.  Apply the concept of closing spaces in small group activities.	<b>5-2.1</b> Understand and apply spatial awareness skills in a game setting.
<b>(APE) Accommodation Suggestions:</b> allow for lots of verbal prompting, use directional poly spots.						
<b>2.2 Movement concepts</b>  <i>Pathways, shapes, levels</i>	<b>K-2.2</b> Travel in various pathways.  Demonstrate various levels while traveling.	<b>1-2.2</b> Understand and employ a variety of relationships with objects. Examples: over, under, around, through	<b>2-2.2</b> Integrate shapes, levels, and pathways into simple movement sequences.	<b>3-2.2</b> Demonstrate shapes, levels, and pathways specific to a wide variety of physical activities.	<b>4-2.2</b> Combine movement concepts of pathways, shapes, and levels with skills in small group activities.	<b>5-2.2</b> Execute combined movement concepts of pathways, shapes, and levels with skills in various physical activity settings.
<b>2.3 Movement Concepts</b>  <i>Speed, direction, force</i>	<b>K-2.3</b> Travel in general space with varying speeds.  Attempt to demonstrate directionality concepts.  Examples: left, right, up, down, over, under	<b>1-2.3</b> Demonstrate the difference between strong and light force.	<b>2-2.3</b> Recognize and adjust exertion of force on an object required during an activity.	<b>3-2.3</b> Demonstrate the concepts of speed, direction, and force with skills applicable to a wide variety of physical activities.	<b>4-2.3</b> Combine concepts of speed, direction, and force with skills in small group activities.	<b>5-2.3</b> Execute combined concepts of speed, direction, and force with skills in various physical activity settings.

<b>2.4 Movement concepts</b> <i>Strategies &amp; tactics</i>	<i>Not age appropriate until Grade 3.</i>	<i>Not age appropriate until Grade 3.</i>	<i>Not age appropriate until Grade 3.</i>	<b>3-2.4</b> Demonstrate simple strategies and tactics in chasing and fleeing activities.	<b>4-2.4</b> Demonstrate simple offensive and defensive strategies and tactics in a variety of game settings.	<b>5-2.4</b> Apply simple offensive and defensive strategies and tactics in a variety of game settings.
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**(APE) Accommodation Suggestions Locomotor Skills accommodations:** Allow for lots of verbal prompting, use directional poly spots.

**Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

<b>Standard 3</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>3.1 Physical activity knowledge</b>	<b>K-3.1</b> Differentiate between active play and non-active play outside physical education class.	<b>1-3.1</b> Identify the benefits of participating in physical activity at least 60 minutes a day.	<b>2-3.1</b> Describe the benefits of participating in moderate to vigorous activities outside physical education class.	<b>3-3.1</b> Recognize physical activity opportunities outside physical education class.	<b>4-3.1</b> Record participation in physical activities outside physical education class.	<b>5-3.1</b> Compare and contrast fitness benefits of various physical activities.

**(APE) Accommodation Suggestions Locomotor Skills accommodations:** Continue with verbal prompting and peer assistance to model correct physical education participation.

<b>3.2 Engagement in physical activity</b>	<b>K-3.2</b> Participate in physical education class with minimal teacher prompting.	<b>1-3.2</b> Actively engage in physical education class in response to teacher directed activity.	<b>2-3.2</b> Actively engage in physical education class in response to instruction and practice.	<b>3-3.2</b> Actively engage in physical education class without teacher prompting.	<b>4-3.2</b> Actively engage in physical education class, both with teacher direction and independently.	<b>5-3.2</b> Actively engage in all components of physical education to the best of each student's ability.
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<p><b>3.3</b> <b>Fitness knowledge</b></p>	<p><b>K-3.3</b> Recognize the connection between physical activity and change in heart rate and breathing.</p>	<p><b>1-3.3</b> Understand how active play and physical activity strengthens the heart muscle.  Explain the importance of warm-up and cool-down relative to vigorous physical activity.</p>	<p><b>2-3.3</b> Identify and describe physical activities that contribute to a high level of fitness.</p>	<p><b>3-3.3</b> Describe the components of health-related fitness (muscular strength, muscular endurance, flexibility and cardiovascular strength.)</p>	<p><b>4-3.3</b> Describe the difference between skill-related and health-related fitness.</p>	<p><b>5-3.3</b> Identify each component of the FITT Principle (frequency, intensity, time, and type).</p>
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**Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.***

<b>Standard 4</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>4.1 Personal responsibility</b>	<b>K-4.1</b> Follow directions, adhere to class procedures, use equipment properly, and accept responsibility for behavior, when prompted, to create a safe environment.	<b>1-4.1</b> Acknowledge personal responsibility by using equipment and space safely and appropriately by following the rules and boundaries of the learning environment.	<b>2-4.1</b> Practice skills with minimal teacher prompting and accept responsibility for behavior and performance actions to ensure a safe environment.	<b>3-4.1</b> Display ability to work safely and independently for extended periods of time.	<b>4-4.1</b> Exhibit safe and responsible behavior in partner and in small group situations.	<b>5-4.1</b> Exhibit safe and responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
<b>4.2 Accepting and giving feedback</b>	<b>K-4.2</b> Appropriately respond to general feedback from teacher.	<b>1-4.2</b> Appropriately respond to specific feedback from the teacher.	<b>2-4.2</b> Appropriately respond to and implement specific feedback from the teacher.	<b>3-4.2</b> Listen respectfully to feedback from peers and adults.	<b>4-4.2</b> Give feedback respectfully to peers.	<b>5-4.2</b> Appropriately respond to and implement specific informative feedback from the teacher and peers.
<b>4.3 Working with others</b>	<b>K-4.3</b> Share equipment and space with peers.	<b>1-4.3</b> Work in a variety of class environments with moderate supervision. Examples: partner, small group, large group, whole class	<b>2-4.3</b> Work in a variety of class environments with minimum supervision. Examples: partner, small group, large group, whole class	<b>3-4.3</b> Acknowledge others' success in movement performance and praise their efforts	<b>4-4.3</b> Invite players of all skill levels into the physical activity.	<b>5-4.3</b> Actively involve others of all skill levels and abilities into physical activities and group projects.
<b>4.4 Conflict Resolution</b>	<b>K-4.4</b> Demonstrate willingness to seek help for solving problems and making decisions.	<b>1-4.4</b> Identify alternative solutions to a given problem.	<b>2-4.4</b> Develop effective coping skills for dealing with problems.	<b>3-4.4</b> Use a decision-making and problem-solving model.	<b>4-4.4</b> Apply conflict-resolution skills.	<b>5-4.4</b> Apply techniques for managing stress and conflict.

**APE) Accommodation Suggestions** verbally prompting and redirecting, peer assistance to model proper Physical Education personal and social behaviors.

**Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.***

<b>Standard 4</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>5.1 Health</b>	<b>K-5.1</b> Acknowledge that physical activity is important for good health.	<b>1-5.1</b> Identify physical activity as a component of good health.	<b>2-5.1</b> Recognize the value of “good health balance” (social, emotional, physical, mental, spiritual, environmental).	<b>3-5.1</b> Describe the relationship between physical activity and good health.	<b>4-5.1</b> Compare and contrast an active lifestyle with a sedentary lifestyle.	<b>5-5.1</b> Explain and identify the health benefits of participating in variety physical activities.
<b>5.2 Challenge</b>	<b>K-5.2</b> Acknowledge that physical activities require varying degrees of challenge and difficulty.	<b>1-5.2</b> Recognize that continued practice in physical activities can lead to success.	<b>2-5.2</b> Identify physical activities that build confidence and activities that are challenging.	<b>3-5.2</b> Explain the challenge that comes from learning a new physical activity.	<b>4-5.2</b> Rate physical activities based on enjoyment.	<b>5-5.2</b> Create a visual product or written essay about the enjoyment and/or challenge of participating in a favorite physical activity. Examples: poster, drawing, comic strip, creative dance, skit, media presentation

<b>5.3 Self-expression &amp; enjoyment</b>	<b>K-5.3</b> Name physical activities that are enjoyable.	<b>1-5.3</b> Recall positive feelings that result from participating in physical activities.	<b>2-5.3</b> List physical activities that provide self-expression.	<b>3-5.3</b> Share the reasons for enjoying various physical activities.	<b>4-5.3</b> Prioritize different physical activities based on enjoyment.	<b>5-5.3</b> Explain the difference between physical activities that are enjoyable and activities that are more challenging.
<b>5.4 Social interaction</b>	<b>K-5.4</b> Discuss the enjoyment of active play with peers.	<b>1-5.4</b> Share personal reasons (for enjoying physical activities that involve peers.	<b>2-5.4</b> Describe the positive social interactions that come when engaged with others in physical activity.	<b>3-5.4</b> Identify and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities.	<b>4-5.4</b> Explain the social benefits gained from participating in physical activity at recess, youth sports, or other settings.	<b>5-5.4</b> Lead or teach their favorite physical activity to their peers.

**(APE) Accommodation Suggestions:** *expression and enjoyment, social interaction- peer assistance and group collaborative activities.*

## **SIXTH-EIGHTH GRADE OVERVIEW**

The goal of physical education in Grades 6-8 is to develop physically literate individuals. Skill execution becomes the focus of the program as basic motor skills are refined and offensive/defensive strategies are implemented in modified games and activities.

Students in this grade range display unique developmental characteristics as they experience the intellectual, physical, emotional, and social changes that accompany the transition from childhood to adolescence. Physical characteristics include rapid growth, improvement of coordination and balance, and improved endurance as heart and lung sizes increase. Students of the same age within this age group may vary widely in terms of physical maturity, and the rapid changes they experience may disrupt balance, coordination, and strength. During sixth grade, most girls are more physically developed and exhibit greater strength than boys; however, by the end of the eighth grade, this trend typically reverses.

Cognitive skills continue to increase in complexity, allowing students to learn the concepts and values needed to become physically literate individuals. Opportunities to express these new thoughts, feelings, and opinions are incorporated into standards designed to encourage the creation and modification of games, activities, and dance routines that broaden personal interests. Students need a wide variety of opportunities to exercise their growing bodies. They learn to use technology to record and track physical activity.

As social skills continue to develop, students form positive relationships with peers and adults. Peer group acceptance is very important to this age group. Standards focus on exhibiting sport-specific etiquette, respecting officials, applying proper safety practices, and displaying positive sporting behavior in an active environment. Students recognize physical activity as a positive opportunity for social and group interaction and develop appropriate cooperative and competitive behaviors.

Student achievement of objectives should drive instruction; therefore, instruction is based on student outcomes. Student grades are determined by appropriate assessments such as written tests, skills tests, journals, and active participation on covered content rather than solely emphasizing a student's dressing out for class. All assessments should be linked to the standards to help guide the instructional programming in order to provide students with a confidential analysis of progress. Feedback from all assessments provides opportunities to enhance student performance, yearly curriculum planning, communication with parents, and evaluation of program effectiveness.

An inclusive environment in Grades 6 – 8 should be evident in the physical education program. This should include:

- the opportunity for every student to participate fully in all activities
- a variety of activities encompassing the interests of students and accommodating various skill levels
- a safe environment where students feel valued and respected as members of the school community
- an accepting environment where students are able to develop friendships and learn to respect differences

Students in Grades 6-8 understand short- and long-term benefits of regular physical activity, including psychological and physiological effects. Students also learn to identify health-enhancing activities and develop confidence as they take steps toward a lifetime of physical literacy. By the end of eighth grade, a student will have the skills to develop a personalized fitness plan that reflects individual needs, interests, and limitations.

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## Middle School Grades 6 – 8

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; select and participate in physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression. Note: Swimming skills and water-safety activities should be taught if facilities permit.

*Students can:*

<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>			
<b>Standard 1</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>1.1</b> <b>Locomotor</b>  <i>Dance and rhythms</i>	<b>6-1.1</b> Recognize and identify correct rhythm and sequence of steps various dance forms.  Examples: folk, social, creative, line or world dance	<b>7-1.1</b> Demonstrate accurate rhythm and sequence of steps for multiple dance forms.  Examples: folk, social, creative, line and world dance	<b>8-1.1</b> Create a movement sequence to music as an individual or in a group to display command of rhythm and timing.
<b>(APE) Accommodation Suggestions:</b> lower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts and allow for lots of review/practice, peer assistance.			
<b>1.2</b> <b>Manipulative</b>  <i>Throwing</i>	<b>6-1.2</b> Throw using the proper form for distance or power appropriate to the practice task.  Examples: bocce, horseshoes, baseball, softball	<b>7-1.2</b> Throw using the proper form for distance or power appropriate to the activity in a dynamic environment.  Examples: Throwing to a moving receiver, give and go passing	<b>8-1.2</b> Throw using the proper form for distance or power appropriate to the activity during small-sided game play.
<b>(APE) Accommodation Suggestions:</b> Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful. Decrease distance of target for novice students; increase distance of target for advanced students. Increase target size for novice students, decrease target size for advanced students; ball launchers			

<b>1.3</b> <b>Manipulative</b> <i>Catching</i>	<b>6-1.3</b> Catch using the proper form from a variety of trajectories using various objects and tasks.	<b>7-1.3</b> Catch using the proper form from a variety of trajectories using different objects in small-sided game play.	<b>8-1.3</b> Catch using an implement in a dynamic environment or modified game play.  Examples: lacrosse stick, glove
<b>(APE) Accommodation Suggestions :</b> Decrease distance ball is tossed, rolled or bounced; provide students the opportunity to catch an object using a bucket or a basket; Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, balloons (be aware of latex allergies) fleece balls.			
<b>1.4</b> <b>Manipulative</b> <i>Passing and receiving</i>	<b>6-1.4</b> Pass and receive in a stationary position, using hands and feet with proficiency.  Examples: basketball, flag football, speedball, team handball, or soccer	<b>7-1.4</b> Pass and receive using hands and feet in combination with locomotor patterns, change of direction and/or speed, with proficiency.  Examples: basketball, flag football, speedball team handball, soccer	<b>8-1.4</b> Pass and receive using an implement in combination with locomotor patterns, change of direction, speed and/or level, with proficiency  Examples: lacrosse or hockey (floor, field, ice).
<b>(APE) Accommodation Suggestions:</b> Use a larger ball or slightly deflated ball.			
<b>1.5</b> <b>Manipulative</b> <i>Offensive skills</i>	<b>6-1.5</b> Learn how to utilize a variety of offensive skills to create open space during practice tasks without defensive pressure.  Examples: pivots, fakes, give and go, jab steps, hitting to an open space	<b>7-1.5</b> Perform a variety of offensive skills with defensive pressure.  Examples: pivots, fakes, give and go, jab steps, hitting to an open space	<b>8-1.5</b> Execute a variety of offensive skills during modified game play.  Examples: pivots, fakes, give and go, jab steps, hitting to an open space
<b>(APE) Accommodation Suggestions:</b> Peer assistance, verbal ques, demonstrate correct offensive movements.			
<b>1.6</b> <b>Manipulative</b> <i>Dribbling and ball control</i>	<b>6-1.6</b> Dribble with dominant and non- dominant hand, foot, or implement while changing speed and/or direction in a variety of tasks.	<b>7-1.6</b> Dribble with dominant and non- dominant hand, foot, or implement while changing speed and/or direction in a variety of tasks with defensive pressure.	<b>8-1.6</b> Dribble with dominant and non- dominant hand, foot, or implement while changing speed and/or direction in modified game play.
<b>(APE) Accommodation Suggestions:</b> Use a larger ball or slightly deflated ball, alternating dribble with peer assistant or teacher.			

<b>1.7 Manipulative</b>  <i>Shooting on goal</i>	<b>6-1.7</b> Shoot on a goal with accuracy and power in a stationary environment as appropriate to the activity.  Examples: hockey (floor, field, ice) lacrosse, basketball, soccer	<b>7-1.7</b> Shoot on a goal with accuracy and power in a dynamic environment as appropriate to the activity.  Examples: hockey (floor, field, ice) lacrosse, basketball, soccer	<b>8-1.7</b> Shoot on a goal with accuracy and power in modified game play.  Examples: hockey (floor, field, ice) lacrosse, basketball, soccer
<b>1.8 Manipulative</b>  Defensive skills	<b>6-1.8</b> Demonstrate defensive-readiness and movement in all directions while maintaining correct position.  Examples: weight on balls of feet, arms extended and eyes on midsection of the offensive player.	<b>7-1.8</b> Differentiate among various defensive strategies utilized in a variety of sports.	<b>8-1.8</b> Utilize appropriate defensive strategies during modified game play.
<b>(APE) Accommodation Suggestions:</b> Peer assistance, verbal cues, demonstrate correct defensive movements.			
<b>1.9 Manipulative</b>  <i>Serving</i>	<b>6-1.9</b> Perform a serve using correct technique with control for net and wall games.	<b>7-1.9</b> Execute consistently a legal serve to a predetermined target for net and wall games.	<b>8-1.9</b> Execute consistently a proper serve for distance and accuracy for net and wall games in modified game play.
<b>(APE) Accommodation Suggestions:</b> Use larger ball, smaller or shorter net, bigger target.			
<b>1.10 Manipulative</b>  <i>Striking</i>	<b>6-1.10</b> Strike with proper form in a stationary environment for a variety of games.  Examples: forehand/backhand in Pickleball or tennis, overhead volley in tennis, pass in volleyball, golf, pass in soccer	<b>7-1.10</b> Strike with proper form in a dynamic environment for a variety of games.  Examples: forehand/backhand in Pickleball or tennis, overhead volley in tennis, pass in volleyball, golf, pass in soccer	<b>8-1.10</b> Strike with proper form in modified game play.  Examples: forehand/backhand in Pickleball or tennis, overhead volley in tennis, pass in volleyball, golf, pass in soccer
<b>APE Accommodation Suggestions:</b> <i>Striking</i> - use longer or shorter implements for student success in controlling the implement, demonstrate correct form of various striking techniques.			

<b>1.11</b> <b>Manipulative</b>  <i>Volley</i>	<b>6-1.11</b> Forehand-volley with a mature form and control using a short-handled implement.	<b>7-1.11</b> Forehand- and backhand-volley with a mature form and control using a short- handled implement.	<b>8-1.11</b> Forehand- and backhand-volley with a mature form and control using a short-handled implement during modified game play.
<b>(APE) Accommodation Suggestions:</b> Use a balloon or beach ball, demonstrate correct form of various volleying techniques.			
<b>Movement and Performance:</b> <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>			
<b>Standard 2</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>2.1</b> <b>Movement Concepts</b>  <i>Rules</i>	<b>6-2.1</b> Demonstrate a basic knowledge of the rules and regulations related to a variety of games and activities.	<b>7-2.1</b> Use the rules and regulations of a variety of activities and demonstrate a basic knowledge regarding techniques and strategies related to those activities.	<b>8-2.1</b> Apply the rules, techniques, and strategies related to a variety of games and activities to be able to play a modified game.
<b>2.2</b> <b>Movement Concepts</b>  <i>Sporting Behavior</i>	<b>6-2.2</b> Identify appropriate sporting behavior and etiquette related to a variety of games and activities.  Examples: quiet during tennis rally, dealing with confrontational opponents	<b>7-2.2</b> Demonstrate appropriate sporting behavior and etiquette related to a variety of games and activities.  Examples: shaking hands at end of activity	<b>8-2.2</b> Apply appropriate sporting behavior and etiquette in a modified game.  Examples: self-managing during the activity
<b>2.3</b> <b>Movement Concepts</b>  <i>Safety</i>	<b>6-2.3</b> Identify appropriate safety behaviors related to a variety of games and activities.	<b>7-2.3</b> Demonstrate appropriate safety behaviors related to a variety of games and activities.	<b>8-2.3</b> Apply appropriate safety behaviors in a modified game.
<b>(APE) Accommodation Suggestions:</b> Makes accommodations in the areas of rules, sporting behavior and safety for the student to participate in the activity to be successful.			

<p><b>2.4</b> <b>Movement Concepts</b></p> <p><i>Creating space</i></p>	<p><b>6-2.4</b> Identify offensive and defensive tactics to create or reduce open space in a variety of activities.</p> <p>Examples: running in various directions or pace, reducing the angle in the space</p>	<p><b>7-2.4</b> Execute a variety of offensive and defensive tactics to create open space.</p> <p>Examples: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go.</p>	<p><b>8-2.4</b> Open and close space during modified game play by combining locomotor movements with movement concepts.</p>
<p><b>2.5</b> <b>Movement Concepts</b></p> <p><i>Transitions</i></p>	<p><b>6-2.5</b> Recognize the need of quick recovery when transitioning from offense to defense or defense to offense.</p>	<p><b>7-2.5</b> Utilize communication when transitioning from offense to defense or defense to offense.</p>	<p><b>8-2.5</b> Analyze and critique effective transitions and anticipation of opponent's strategy by recovering quickly, communicating with teammates and capitalizing on an advantage.</p>
<p><b>2.6</b> <b>Movement Concepts</b></p> <p><i>Offensive strategies</i></p>	<p><b>6-2.6</b> Identify the skills or strategies necessary to score.</p> <p>Examples: open spaces, spreading the field, passing to create space</p>	<p><b>7-2.6</b> Demonstrate the skills or strategies necessary to score under pressure.</p> <p>Examples: obstacles, defensive pressure, time limits</p>	<p><b>8-2.6</b> Apply the skills or strategies necessary to score in modified game play.</p>
<p><b>2.7</b> <b>Movement Concepts</b></p> <p><i>Defensive Strategies</i></p>	<p><b>6-2.7</b> Identify the skills or strategies necessary to prevent the opponent from scoring.</p> <p>Examples: pressure the ball, on and off ball defense</p>	<p><b>7-2.7</b> Demonstrate the skills or strategies necessary to prevent the opponent from scoring.</p> <p>Examples: player to player, zone defense</p>	<p><b>8-2.7</b> Apply the skills or strategies necessary to prevent the opponent from scoring.</p>
<p><b>2.8</b> <b>Movement Concepts</b></p> <p><i>Speed, direction, force</i></p>	<p><b>6-2.8</b> Vary application of movement concepts during physical activity. Examples: force, time, space flow</p>	<p><b>7-2.8</b> Describe and apply mechanical advantage(s) for a variety of movement patterns.</p>	<p><b>8-2.8</b> Identify and apply Newton's laws of motion to various physical activities.</p>

**(APE) Accommodation Suggestions :** *Creating space, transition, offensive strategies, defensive strategies, speed, direction, and force* - hand over hand, hand to hand, verbal prompting, and directional poly spots.

**Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

<b>Standard 3</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>3.1 Physical Activity and Fitness</b>  <i>Physical activity knowledge</i>	<b>6-3.1</b> Identify positive influences and the barriers to participating in physical activity.  Examples: school, family and peers, community offerings, policy	<b>7-3.1</b> Analyze and critique the impact of maintaining a physically active lifestyle and seek solutions for eliminating the barriers.	<b>8-3.1</b> Develop a plan to address one of the barriers within one’s family, school, or community to maintaining a physically active lifestyle.
<b>3.2 Physical Activity and Fitness</b>  <i>In classroom setting</i>	<b>6-3.2</b> Participate in a variety of moderate to vigorous activities.	<b>7-3.2</b> Compare and contrast a variety of moderate and vigorous activities.	<b>8-3.2</b> Analyze the differences between moderate and vigorous activities.
<b>3.3 Physical Activity and Fitness</b>  <i>In non-school settings</i>	<b>6-3.3</b> Identify a variety of self-selected activities for participation outside of class.	<b>7-3.3</b> Compare and contrast a variety of self-selected activities for participation outside of class.  Examples: fitness facilities, ball parks, lakes, recreational areas	<b>8-3.3</b> Create a plan for outside physical activity based on options available in the community.
<b>3.4 Physical Activity and Fitness</b>  <i>Incorporating technology</i>	<b>6-3.4</b> Identify available technology to enhance physical activity.	<b>7-3.4</b> Utilize available technology to enhance physical activity.	<b>8-3.4</b> Determine the benefits of physical activity while using available technology.  Examples: active videos, active gaming systems, heart rate monitors, health apps

<p><b>3.5</b> <b>Physical Activity and Fitness</b></p> <p><i>Fitness knowledge</i></p>	<p><b>6-3.5</b> Identify the components of health-related and skill-related fitness.</p>	<p><b>7-3.5</b> Compare and contrast health-related and skill-related fitness activities.</p> <p>Examples: aerobic/aerobic exercise, power/strength, static/dynamic, reaction time</p>	<p><b>8-3.5</b> Analyze the benefits of health-related and skill-related fitness components.</p> <p>Examples: Reducing stress, body composition, self-esteem, less anxiety</p>
<p><b>3.6</b> <b>Physical Activity and Fitness</b></p> <p><i>Fitness knowledge</i></p>	<p><b>6-3.6</b> Set and monitor an individual goal for health-related fitness based on current fitness level.</p>	<p><b>7-3.6</b> Analyze one’s current physical activity and adjust as needed for optimal functioning.</p>	<p><b>8-3.6</b> Use available technology to evaluate the quantity of individual exercise needed for optimal functioning.</p>
<p><b>3.7</b> <b>Physical Activity and Fitness</b></p> <p><i>Engagement in physical activity</i></p>	<p><b>6-3.7</b> Explain the role of warm-ups and cool-downs before and after physical activity and show correct techniques and methods of stretching.</p> <p>Examples: dynamic and static stretching</p>	<p><b>7-3.7</b> Design a warm-up and cool-down routine for physical activity.</p>	<p><b>8-3.7</b> Employ a variety of appropriate dynamic and static stretching techniques for all major muscle groups.</p>
<p><b>3.8</b> <b>Physical Activity and Fitness</b></p> <p><i>Fitness knowledge</i></p>	<p><b>6-3.8</b> Recall each component of the FITT formula (frequency, intensity, time, type) for physical fitness.</p>	<p><b>7-3.8</b> Apply FITT formula using the overload principle to components of health-related and skill-related fitness.</p>	<p><b>8-3.8</b> Use the overload principle in preparing a personal workout.</p>
<p><b>3.9</b> <b>Physical Activity and Fitness</b></p> <p><i>Fitness knowledge</i></p>	<p><b>6-3.9</b> Define resting heart rate and describes its relationship to moderate and vigorous activity.</p>	<p><b>7-3.9</b> Define how the Rate of Perceived Exertion (RPE) scale can be used to determine the perception of the work effort or intensity of exercise.</p>	<p><b>8-3.9</b> Apply concepts of physical fitness to adjust physical activity intensity.</p> <p>Examples: RPE, FITT Formula</p>

<p><b>3.10</b> <b>Physical Activity and Fitness</b></p> <p><i>Fitness knowledge</i></p>	<p><b>6-3.10</b> Identify and locate major muscles used in selected physical activities.</p>	<p><b>7-3.10</b> Identify specific exercises to strengthen major muscles.</p>	<p><b>8-3.10</b> Explain how body systems interact with one another during physical activity.</p> <p>Examples: blood transports nutrients from the digestive system, oxygen from the respiratory system, cardiovascular system</p>
<p><b>3.11</b> <b>Physical Activity and Fitness</b></p> <p><i>Assessment and program planning</i></p>	<p><b>6-3.11</b> Identify a variety of ways to track fitness and nutrition.</p> <p>Examples: apps, excel sheets, journals</p>	<p><b>7-3.11</b> Compare and contrast the various methods of tracking fitness and nutrition.</p>	<p><b>8-3.11</b> Utilize one method of tracking fitness and nutrition.</p>
<p><b>11 (APE) Accommodation Suggestions:</b> Physical activity knowledge, engagement in physical activity, fitness knowledge, assessment and program planning.</p>			

**Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.***

<b>Standard 4</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>4.1</b> <b>Personal and Social Behavior</b>  <i>Personal responsibility</i>	<b>6-4.1</b> Display personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.	<b>7-4.1</b> Apply responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	<b>8-4.1</b> Demonstrate appropriate methods of conflict resolution and respond in personally and socially responsible ways.
<b>4.2</b> <b>Personal and Social Behavior</b>  <i>Personal responsibility</i>	<b>6-4.2</b> Identify and use appropriate strategies to self-evaluate positive behaviors.  Examples: positive self-talk, “I can” statements	<b>7-4.2</b> Demonstrate intrinsic and extrinsic motivation by contributing to the positive classroom environment.  Examples: motivational sayings, poems, pictures, news	<b>8-4.2</b> Use effective self-monitoring skills to incorporate opportunities for physical literacy.  Examples: appropriate response, responsible attitudes, working with others to accomplish a task
<b>4.3</b> <b>Personal and Social Behavior</b>  <i>Accepting feedback</i>	<b>6-4.3</b> Develop personal responsibility by accepting feedback to improve performance.	<b>7-4.3</b> Construct specific feedback to a peer, using teacher-generated guidelines for a particular activity.  Examples: appropriate tone, positive verbiage	<b>8-4.3</b> Create an encouraging classroom environment by providing feedback to peers without prompting from the teacher.
<b>4.4</b> <b>Personal and Social Behavior</b>  <i>Working with others</i>	<b>6-4.4</b> Accept differences among classmates by providing encouragement and positive feedback.  Example: physical development, maturation and varying skill levels	<b>7-4.4</b> Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.	<b>8-4.4</b> Respond appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

<b>4.5</b> <b>Personal and Social Behavior</b>  <i>Working with others</i>	<b>6-4.5</b> Cooperate with a small group of classmates during a variety of physical activities.	<b>7-4.5</b> Problem-solve with a small group of classmates during a variety of activities and game play.	<b>8-4.5</b> Collaborate with classmates on problem-solving initiatives including large group activities and game play.
<b>4.6</b> <b>Personal and Social Behavior</b>  <i>Rules and etiquette</i>	<b>6-4.6</b> Identify the rules and etiquette for a variety of physical activities, fitness exercises, and games.	<b>7-4.6</b> Demonstrate knowledge of rules and etiquette for a variety of physical activities, fitness exercises, and games.  Examples: self-officiating, equipment management, re-racking weights	<b>8-4.6</b> Apply rules and etiquette for a variety of physical activities, fitness exercises, and games.  Examples: creating dance routines within a given set of parameters, officiate modified games
<b>4.7</b> <b>Personal and Social Behavior</b>  <i>Safety</i>	<b>6-4.7</b> Use equipment appropriately and safely using teacher guidelines.	<b>7-4.7</b> Independently use equipment appropriately and safely.	<b>8-4.7</b> Independently use equipment appropriately, and identify specific safety concerns to prevent injuries.

**(APE) Accommodation Suggestions:** Verbally prompting and redirecting, peer assistance to model proper Physical Education personal and social behaviors.

**Values Physical Activity:** *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

Standard 5	Grade 6	Grade 7	Grade 8
<b>5.1</b> <b>Values Physical Activity</b>  <i>Health</i>	<b>6-5.1</b> Describe how being physically active leads to stress reduction, social interaction, and an overall healthy body.	<b>7-5.1</b> Classify different types of physical activities and describe how each exerts a positive effect on mental, emotional, and physical health.	<b>8-5.1</b> Analyze the empowering consequences of being physically active.
<b>5.2</b> <b>Values Physical Activity</b>  <i>Challenge</i>	<b>6-5.2</b> Acknowledge individual challenges in order to handle them in a positive way.  Examples: extending effort, asking for help or feedback, and/or modifying the tasks	<b>7-5.2</b> Formulate positive strategies when faced with a group challenge.  Examples: offering suggestions or assistance, leading or following others and providing possible solutions	<b>8-5.2</b> Apply concepts used to develop a plan of action and make appropriate decisions based on those concepts when faced with an individual challenge.

<p><b>5.3</b> <b>Values Physical Activity</b></p> <p><i>Self-expression &amp; enjoyment</i></p>	<p><b>6-5.3</b> Describe how moving proficiently in a physical activity setting creates enjoyment.</p>	<p><b>7-5.3</b> Assess the relationship between self-expression and lifelong enjoyment through physical activity.</p>	<p><b>8-5.3</b> Participate in an enjoyable activity that prompts individual self-expression.</p>
<p><b>5.4</b> <b>Values Physical Activity</b></p> <p><i>Social interaction</i></p>	<p><b>6-5.4</b> Identify strategies for respecting self and others through activities and games.</p> <p>Examples: following the rules, encouraging others, playing in the spirit of the game or activity</p>	<p><b>7-5.4</b> Demonstrate appropriate social interaction during activities and games.</p> <p>Examples: helping and encouraging others, avoiding trash talk, providing support to classmates</p>	<p><b>8-5.4</b> Exhibit self-respect when asking for help or helping others in various physical activities without prompting.</p>
<p><b>(APE) Accommodation Suggestions:</b> <i>Health, Challenge, self-expression and enjoyment, social interaction-</i> peer assistance and group collaborative activities.</p>			

## **NINTH-TWELFTH GRADE OVERVIEW**

Beginning Kinesiology, a required one-credit high school course recommended to be taken in ninth grade, provides students with a framework for a lifetime of healthy living. Through this course a student is equipped to make a successful transition from physical education instruction in a school setting to physical activity in adult life. Students who successfully complete the Beginning Kinesiology course fulfill the one-year credit requirement for the Alabama High School Diploma.

Students will experience significant physical, intellectual, and emotional growth and development during their high school years. Beginning Kinesiology reinforces physical education concepts and skills learned in Grades K-8 by providing students with further knowledge and skills to construct and implement a lifelong plan for physical activity at the end of the Beginning Kinesiology course, students should be equipped to sustain healthy, active lifestyles and engage in fitness-oriented, self-selected lifetime sports which are both enjoyable and meaningful.

Students can also expand their capabilities for independent learning that produces sound decision-making, which will support future participation in health-enhancing fitness activities. Schools may offer elective courses to provide further development of knowledge and skills. Electives in the physical education curriculum may include Advanced Kinesiology, Adventure/Cooperative Activities, Strength and Conditioning, Lifetime Sports (Dual, Individual, and Team), and Sports Officiating Certification.

## Grades 9-12

By the end of high school, the learner will be able to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

**Note:** Outcomes for high school students have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

# Beginning Kinesiology

Beginning Kinesiology is the physical education course required for graduation. It introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

*Students can:*

<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>		
<b>Standard 1</b>	<b>Level 1</b>	<b>Level 2</b>
<b>BK.1.1</b> <b>Motor Skills and Movement Patterns</b>  <i>Lifetime activities</i>	Exhibit competency in activity-specific movement skills in one or more lifetime activities. Examples: outdoor pursuits, individual-performance activities, net games, target games	Exhibit competency in activity-specific movement skills in two or more lifetime activities. Examples: outdoor activities, individual-performance activities, net games, target games
<b>(APE) Accommodation Suggestions:</b> - <i>Lifetime activities</i> - hand to hand, hand over hand, develop the rules to accommodate each student's needs, adapt equipment to meet the students' needs to be successful.		
<b>BK.1.2</b> <b>Motor Skills and Movement Patterns</b>  <i>Dance and rhythms</i>	Exhibit or demonstrate competency in a form of dance. Examples: line dance, square dance, ballroom, cultural and social occasions, or lyrical dance	Exhibit competency in two forms of dance by choreographing an individual dance or creating a group dance.
<b>(APE) Accommodation Suggestions:</b> Slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts and allow for lots of review/practice, peer assistance.		
<b>BK.1.3</b> <b>Motor Skills and Movement Patterns</b>  <i>Fitness activities</i>	Exhibit competency in one or more specialized skills in health-related fitness activities. Examples: heart-healthy activities, walking, jogging	Exhibit competency in two or more specialized skills in health-related fitness activities. Examples: aerobic, movement education, strength and conditioning activities
<b>Accommodation Suggestions:</b> Shorten distance, remove time restraints, remove cadence.		

<b>Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>		
<b>Standard 2</b>	<b>Level 1</b>	<b>Level 2</b>
<b>BK.2.1</b> <b>Movement and Performance</b>  <i>Movement concepts, principles, and knowledge</i>	Explain the terminology associated with exercise and participation in selected individual-performance activities. Examples: dance, net and wall games, target games, and/or outdoor activities	Explain and discuss the historical and cultural roles of games, sports, and dance.
<b>BK.2.2</b> <b>Movement and Performance</b>  <i>Movement concepts, principles, and knowledge</i>	Apply movement concepts and principles while evaluating and improving performance of self and/or others in a selected skill.	Demonstrate the speed vs. accuracy adjustment in throwing and striking skills.
<b>BK.2.3</b> <b>Movement and Performance</b>  <i>Movement concepts, principles, and knowledge</i>	Design a practice plan to improve performance for an individualized selected skill.	Implement a practice plan involving steps toward the individualized selected motor skills.
<b>BK.2.4</b> <b>Movement and Performance</b>  <i>Movement concepts, principles, and knowledge</i>	Show examples of social and technical dance forms.	Examine similarities and differences in various dance forms.
<b>(APE) Accommodation Suggestions:</b> <i>movement concepts, principals, knowledge-</i> peer assistance and group collaborative activities.		

<b>Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>		
<b>Standard 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>BK.3.1</b> <b>Physical Activity and Fitness</b>  <i>Physical activity knowledge</i>	Explain the benefits of a physically active lifestyle as it relates to preparation for college and/or a career.	Analyze the relationships among physical activity, nutrition, and body composition.
<b>(APE) Accommodation Suggestions:</b> <i>Physical activity and knowledge, engagement in physical activity, participation in fitness activity, fitness knowledge, assessment and program planning, nutrition, stress management-</i> Refer to the IEP or special education teacher for academic and testing accommodations.		
<b>BK.3.2</b> <b>Physical activity and Fitness</b>  <i>Physical activity knowledge</i>	Research the validity of advertisements for commercial products and programs pertaining to fitness and a healthy, active lifestyle. (diet pills, energy/sports drinks)	Assess technology and social media resources for promoting a healthy, active lifestyle.
<b>BK.3.3</b> <b>Physical Activity and Fitness</b>  <i>Physical activity knowledge</i>	Explain risks associated with exercising in heat, humidity, and cold.	Identify, target, and chart rates of perceived exertion and pacing (physical activity).
<b>BK.3.4</b> <b>Physical Activity and Fitness</b>  <i>Physical activity knowledge</i>	Investigate physical activities available in home and community to develop beneficial, healthy behaviors.	Participate in physical activities learned from home and community.
<b>BK.3.5</b> <b>Physical Activity and Fitness</b>  <i>Physical activity knowledge</i>	Assess risks and safety factors that might affect physical activity choices throughout the life cycle.	Analyze the impact of life choices, economics, motivation, and accessibility on exercise participation and physical activity in college or career settings.
<b>BK.3.6</b> <b>Physical Activity and Fitness</b>  <i>Engagement in physical activity</i>	Participate several times a week in a self-selected lifetime activity, dance, or fitness-related activity before or after the school day.	Develop a plan, train for and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event

<b>BK.3.7</b> <b>Physical Activity and Fitness</b> <i>Participation in fitness activity</i>	Demonstrate correct stretching technique and appropriate skill on resistance-training machines or with free weights.	Design and put into effect a strength and conditioning program that develops balance in all muscle groups and supports a healthy, active lifestyle.
<b>BK.3.8</b> <b>Physical Activity and Fitness</b> <i>Fitness knowledge</i>	Identify components of a personal fitness plan (strength exercises, stretching exercises, cardiovascular and nutritional balance).	Demonstrate movements associated with static and non- static exercises. (isometric, concentric, and eccentric exercises)
<b>BK.3.9</b> <b>Fitness knowledge</b> <i>Physical Activity and Fitness</i>	Determine target heart rate and apply that information to a personal fitness plan.	Modify intensity to keep heart rate in the target zone using available technology. Examples: pedometer, heart rate monitor
<b>BK.3.10</b> <b>Physical Activity and Fitness</b> <i>Assessment and program planning</i>	Research and design a personal fitness program that includes all components to enhance a healthy, active lifestyle in college or career settings. (commercial fitness equipment)	Create and maintain a fitness portfolio which includes assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, and timeline for improvement.
<b>BK.3.11</b> <b>Physical Activity and Fitness</b> <i>Nutrition</i>	Design and implement a nutrition plan to sustain a healthy, active lifestyle.	Create a healthy meal plan that integrates caloric intake and output.
<b>BK.3.12</b> <b>Physical Activity and Fitness</b> <i>Stress management</i>	Identify healthy stress-management strategies. Examples: relaxation, deep breathing, aerobic exercise	Apply healthy stress-management techniques. Examples: relaxation, deep breathing, aerobic exercise

<b>Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></b>		
<b>Standard 4</b>	<b>Level 1</b>	<b>Level 2</b>
<b>BK.4.1</b> <b>Personal and Social Behavior</b>  <i>Personal responsibility</i>	Demonstrate effective self-management skills to effectively participate in activities with various personalities, skill levels, and diverse population.	Recognize and discuss idealized body images and elite performance levels portrayed in various media are not the norm.
<b>BK.4.2</b> <b>Personal and Social Behavior</b>  <i>Rules and etiquette</i>	Model respect for others by respecting opposing opinion, exhibiting the willingness to compromise, and demonstrating teamwork while engaging in physical activity.	Discuss moral and ethical conduct in specific competitive situations. Examples: intentional fouls, performance-enhancing substances
<b>BK.4.3</b> Personal and Social Behavior  <i>Working with others</i>	Use communication skills and strategies that promote positive team or group dynamics.	Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
<b>BK.4.4</b> <b>Personal and Social Behavior</b>  <i>Working with others</i>	Solve problems and think critically during physical activity both individually and in groups.	Assume a leadership role in a physical activity setting. Examples: task or group leader, referee, coach
<b>BK.4.5</b> <b>Personal and Social Behavior</b>  <i>Safety</i>	Identify safe practices for participating in physical activity, exercise, and movement practices, individually or in a group. Examples: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection	Demonstrate safe practices while participating in physical activity, exercise, and movement practices.
<b>(APE) Accommodation Suggestions:</b> <i>Personal responsibility, rules and etiquette, working with others, safety-</i> verbally prompting and redirecting, peer assistance to model proper Physical Education personal and social behaviors.		

**Values Physical Activity: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Standard 5	Level 1	Level 2
<p><b>BK.5.1</b> Values Physical Activity</p> <p><i>Health</i></p>	<p>Discuss the health benefits of a self-selected physical activity.</p>	<p>Predict which self-selected physical activities will provide personal health benefits into adulthood.</p>
<p><b>BK.5.2</b> Values Physical Activity</p> <p><i>Physical Activity</i> <i>Challenge</i></p>	<p>Choose a level of challenge to experience success while participating in a self-selected physical activity.</p>	<p>Evaluate the level of success within the challenge in a self-selected physical activity.</p>
<p><b>BK.5.3</b> Values Physical Activity</p> <p><i>Self-expression &amp; enjoyment</i></p>	<p>Participate in self-selected physical activities that meet the need for self-expression and enjoyment.</p>	<p>Describe and explain the uniqueness of movement as a means of self-expression.</p>
<p><b>BK.5.4</b> Values Physical Activity</p> <p><i>Social interaction</i></p>	<p>Identify the opportunities for social interaction and social support in a self-selected physical activity.</p>	<p>Evaluate the opportunities for social interaction and social support in a self-selected physical activity. (community service project)</p>

**(APE) Accommodation Suggestions:** *Health, Challenge, self-expression and enjoyment, social interaction* - peer assistance and group collaborative activities.

## **HIGH SCHOOL PHYSICAL EDUCATION ELECTIVE COURSES**

**(The Beginning Kinesiology course is the prerequisite for all physical education electives.)**

After completing Beginning Kinesiology, some students may want to continue increasing and refining their skills and knowledge. Physical education elective courses provide students opportunities to participate in advanced physical education experiences and develop a strong commitment to an active lifestyle. These courses allow students to continue to develop and refine skills in areas of interest, including sports, games, athletics, and dance. The courses offered may include Advanced Kinesiology, Outdoor Adventures, Sports for Life, Strength and Conditioning, Sports Officiating, and Varsity Athletics. Local boards of education may create additional courses to meet community needs and interests.

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## ADVANCED KINESIOLOGY

Advanced Kinesiology is an elective course that will cover the different career paths associated with a degree in kinesiology, the importance of physical activity in daily life, and the knowledge base of kinesiology. This class is for students who wish to pursue a career as a physical education teacher, athletic trainer, physical therapist, personal trainer, movement related research specialist, or other careers related to health, fitness, and sports. Each standard completes the stem “*Students can...*”

Prerequisite: Beginning Kinesiology

<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>		
<b>Standard 1</b>	<b>Level 1</b>	<b>Level 2</b>
<b>AK.1.1</b> <b>Motor Skills and Movement Patterns</b>  <i>Foundations of Movement</i>	Describe proper movement techniques for participating in self-selected lifetime activities.	Execute the applicable skill needed for a single self-selected lifetime activity.
<b>AK.1.2</b> <b>Motor Skills and Movement Patterns</b>  <i>Foundations of Dance and Rhythm</i>	Identify, explain, and apply coordination, explosive power, and speed that enhance performance levels in rhythmic movement and dance.	Demonstrate coordination, explosive power, and speed that enhance performance levels in rhythm and dance.
<b>AK.1.3</b> <b>Motor Skills and Movement Patterns</b>  <i>Foundations of Lifetime Activities</i>	Generate a list of health-enhancing lifetime activities.	Demonstrate knowledge and strategies needed to perform a specific lifetime activity with proficiency.

<b>Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>		
<b>Standard 2</b>	<b>Level 1</b>	<b>Level 2</b>
<b>AK.2.1</b> <b>Movement and Performance</b>  <i>Knowledge of Anatomy (Muscles, Bones, and Joints)</i>	Explain the connection between the bones, joints, and muscles while participating in physical activity.	Identify the connection among bones and joints and muscles by adjusting physical activity levels to meet the principles of exercise.
<b>AK.2.2</b> <b>Movement and Performance</b>  <i>Strategies of Kinesiology</i>	Explain how the components on the state-mandated physical fitness test relate to human movement and continuous healthy physical fitness activity.	Fulfill health-related fitness standards established by the state-mandated fitness test by completing the test and recording results.
<b>Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>		
<b>Standard 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>AK.3.1</b> <b>Physical Activity and Fitness</b>  <i>Physical activity knowledge</i>	Assess circumstances that might affect physical activity choices throughout the life cycle.	Develop a plan of action that will assist in overcoming circumstances to support a healthy lifestyle.
<b>AK.3.2</b> <b>Physical Activity and Fitness</b>  <i>Physical Literacy</i>	Research numerous available career fields related to kinesiology.	Identify the careers choices that can be options for a future in the field of kinesiology. Compare two fields of employment within the realm of kinesiology, and interview personnel based on a self-selected career choice. (physical education teacher, recreation coordinator, wellness center)
<b>AK.3.3</b> <b>Physical Activity and Fitness</b>  <i>Career opportunities</i>	Analyze consumer health products and programs as related to fitness and its impact on different career choices.	Select a career, design a plan of action, and through a media presentation give specifics on qualifications needed to secure the job.

<b>Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></b>		
<b>Standard 4</b>	<b>Level 1</b>	<b>Level 2</b>
<b>AK.4.1</b> <b>Personal and Social Behavior</b>  <i>Personal responsibility</i>	Research the social and emotional needs of evolving communities in relation to physical activity.	Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
<b>AK.4.2</b> <b>Personal and Social Behavior</b>  <i>Rules and Etiquette</i>	Interview an employer of a self-selected career in the field of kinesiology, asking for a copy of the company employee policy manual.	Model exemplary behavior by adhering to company policies and rules and regulations. (skit or play)
<b>AK.4.3</b> <b>Personal and Social Behavior</b>  <i>Working with others</i>	Recognize the importance of cooperation and positive interactions with others working in the field of kinesiology.	Conduct self-assessment to identify and utilize the potential strengths of each individual by supporting his/her effort in the field of kinesiology.
<b>AK.4.4</b> <b>Personal and Social Behavior</b>  <i>Safety</i>	Explain the inherent risks associated with various careers in kinesiology or physical fitness. (activities director, personal trainer, recreation specialist)	Graph the types of injuries associated with the self-selected career choice in the field of kinesiology. (athletic trainer, coach, occupational therapist, and physical therapist)

**Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.***

Standard 5	Level 1	Level 2
<p><b>AK.5.1</b> <b>Values Physical Activity</b></p> <p><i>Health</i></p>	<p>Research the benefits of proper nutrition and daily physical activity.</p>	<p>Explain the role of physical activity and proper nutrition in the prevention of disease and the reduction of health-care costs.</p>
<p><b>AK.5.2</b> <b>Values Personal and Social Behavior</b></p> <p><i>Choices</i></p>	<p>Explore the relationship among the brain, fitness, and nutrition and how they affect each other.</p>	<p>Determine the education and certification requirements for a career in nutrition and the kinesiology field. (health teacher, sports and fitness nutritionist, and strength and conditioning coach)</p>
<p><b>AK.5.3</b> <b>Values Personal and Social Behavior</b></p> <p><i>Social Interaction</i></p>	<p>Identify how social interaction determines their own nutrition, and physical activity choices, and how they respond based on the social situation. (peer pressure, social media, and advertisements)</p>	<p>Illustrate, using media, how social interaction contributes to their personal choices pertaining to nutrition and physical activity, including family and friends, or work and school. (power point, role play, or video)</p>

# SPORTS OFFICIATING

Sports Officiating is an elective course that focuses on the professional philosophy and professional requirements for officiating athletic contests in volleyball, football, wrestling, basketball, soccer, baseball, softball, and track and field. Upon completion of the course, students will be offered the option of taking certification exams for any of the sport components in order to become a restricted certified official with the Alabama High School Athletic Association (AHSAA) at the middle/junior high school level. The teacher of this course must hold secondary certification and current registration as an AHSAA official (any sport), which must be verified through the AHSAA prior to scheduling the course.

- Prerequisites: 1. Beginning Kinesiology course  
2. Be age 16 or older, or turn age 16 during the academic year

<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>		
<b>Standard 1</b>	<b>Level 1</b>	<b>Level 2</b>
<b>SO.1.1</b> <b>Values Demonstrate training and practical experiences in officiating sports and the knowledge and expertise necessary to officiate.</b>  <i>Rules, interpretations, and mechanical techniques of officiating</i>	Study the rules, learn the hand signals, and vocabulary of each sport.	Apply the rules of a sport in a game situation.
<b>SO.1.2</b> <b>Execute proper hand signals and verbal communication for each sport.</b>  <i>Competency</i>	Ability to identify an infraction to make a call in a timely manner.	Signal the correct call immediately after infraction.

**Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.***

Standard 2	Level 1	Level 2
<p><b>SO.2.1</b>  <b>Exhibit an understanding of the physical and psychological skills needed to become a good official as well as the commitment needed to excel as an official at all levels of play.</b></p> <p><i>Proper hand signals and verbal communication</i></p>	<p>Practice game management human relations skills with players, coaches, administrators, and spectators.</p>	<p>Demonstrate effective self-management skills to interact successfully with various personalities, skill levels, and diverse population.</p>
<p><b>SO.2.2</b>  <b>Psychological and philosophical differences that separate below-average and above- average officials.</b></p> <p><i>Knowledge</i></p>	<p>Compare characteristics of below-average and above-average officials.</p>	<p>Critique the skill sets of a below-average and an above- average official in a game setting.</p>

**Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

Standard 3	Level 1	Level 2
<p><b>SO.3.1</b>  <b>Understanding and applying game officiating techniques and responsibilities</b></p> <p><i>Ability to work in partnership with fellow officials in sporting events</i></p>	<p>List characteristics of a successful professional relationship.</p>	<p>Demonstrate the ability to work cooperatively and professionally with officiating squad or crew in a game setting.</p>
<p><b>SO.3.2</b>  <b>Primary responsibilities of each official</b></p> <p><i>Knowledge and skills</i></p>	<p>Identify game responsibilities of EACH official in a game setting (sport specific).</p>	<p>Practice game responsibilities (sport specific).</p>

<b>Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></b>		
<b>Standard 4</b>	<b>Level 1</b>	<b>Level 2</b>
<b>SO.4.1</b> <b>Observe and demonstrate the proper and professional behavior of an official</b>  <i>Responsible behavior</i>	Watch a registered official's game techniques on video or live.	Critique and practice officiating techniques in a game setting.
<b>SO.4.2</b> <b>Professionalism when officiating before, during, and after the contest</b>  <i>Respects self and others</i>	Identify the components of game responsibilities of an official: uniform, promptness, knowledge, and self-confidence.	Practice proper game day procedures of an official.
<b>Values Physical Activity: <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i></b>		
<b>Standard 5</b>	<b>Level 1</b>	<b>Level 2</b>
<b>SO.5.1</b> <b>Demonstrate the personal aspects of officiating.1 AHSAA</b>  <i>AHSAA minimum standards, Code of Ethics, and Sportsmanship manual</i>	Identify the minimum standards to become an official as stated in the AHSAA handbook.	Demonstrate the provisions of the AHSAA Code of Ethics and Sportsmanship standards.
<b>SO.5.2</b> <b>Levels of physical fitness necessary for officiating sporting events</b>  <i>Values physical activity</i>	Evaluate personal level of fitness readiness to officiate different sports.	Attain a level of fitness readiness to officiate different sports.

## ADVENTURE AND COOPERATIVE ACTIVITIES

Adventure and Cooperative Activities is an elective class that will allow students to progress through an experientially-based program that emphasizes interpersonal relationships and individual growth. This course encourages students to develop greater self-confidence while acquiring a sense of commitment and trust in their classmates. Outdoor education is designed to expose students to a variety of outdoor skills. Each standard completes the stem “*Students can...*”

**Prerequisite: Beginning Kinesiology**

<i>Motor Skills and Movement Patterns: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1	Level 2
<p><b>AC.1.1</b>  <b>Possess a level of physical fitness necessary for outdoor adventures</b></p> <p><i>Foundations of Movement</i></p>	<p>Describe physical activities that contribute to the improvement of specific fitness components gained from participating in outdoor activities.</p>	<p>Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in outdoor activities.</p>
<p><b>AC.1.2</b>  <b>Acquire training techniques necessary for participation in outdoor adventures</b></p> <p><i>Foundations of Lifetime Activities</i></p>	<p>Identify skills and components needed to design an individualized outdoor health-enhancing fitness program.</p>	<p>Exhibit proper fitness component techniques in outdoor activities to achieve a desired level of health enhancement.</p>

**Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.***

Standard 2	Level 1	Level 2
<p><b>AC.2.1</b>  <b>Acquire an understanding of the importance and consequences of safety in outdoor activities.</b></p> <p><i>Health</i></p>	<p>Recognize unsafe situations related to participation in outdoor activities.</p>	<p>Demonstrate safe and appropriate use and care of equipment and facilities. Example: archery, canoeing, fishing, hunting</p>
<p><b>AC.2.2</b>  <b>Acquire proper techniques of specific outdoor activities and sport</b></p> <p><i>Knowledge of Concepts</i></p>	<p>Identify skills and components needed for the individual to participate successfully in outdoor activities.</p>	<p>Model proper skills and components for the specified outdoor sport. (backpacking, canoeing, hiking, mountain biking, ...)</p>

**Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

Standard 3	Level 1	Level 2
<p><b>AC.3.1</b>  <b>Maintain a consistent level of exertion in outdoor activities to attain healthy benefits.</b></p> <p><i>Physical activity knowledge</i></p>	<p>Identify skills to increase healthy benefits while participating in outdoor activities</p>	<p>Apply skills learned to execute a higher level of physical fitness while participating in outdoor activities.</p>
<p><b>AC.3.2</b>  <b>Develops the intellect to plan outdoor adventure activities and sport.</b></p> <p><i>Physical Literacy</i></p>	<p>Explain skills required for planning individual outdoor adventure activities.</p>	<p>Participate in challenging activities requiring the utilization of newly acquired skills.</p>

<b>Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></b>		
<b>Standard 4</b>	<b>Level 1</b>	<b>Level 2</b>
<b>AC.4.1</b> <b>Acquire local, state, and federal laws as they pertain to outdoor activities.</b>  <i>Rules and Etiquette</i>	Research laws pertaining to outdoor activities. (fishing and hunting)	Adhere to laws pertaining to outdoor sports showing civic and personal responsibility.
<b>AC.4.2</b> <b>Understand the impact of behavior on the environment.</b>  <i>Personal responsibility</i>	Understand how individual actions impact the environment.	Identify and describe examples of environmental civic duties and actions which will fulfill these responsibilities. (recycling, water quality)
<b>Values Physical Activity: <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i></b>		
<b>Standard 5</b>	<b>Level 1</b>	<b>Level 2</b>
<b>AC.5.1</b> <b>Values Physical Activity</b>  <i>Health</i>	Discuss how outdoor adventures can be beneficial for quality of life.	Plan an outdoor adventure that shows how it can be beneficial to an individual's health and enjoyment.
<b>AC.5.2</b> <b>Identify and evaluate personal, psychological responses to outdoor adventure activities</b>  <i>Social Interaction</i>	Discuss and evaluate the individual benefits of participation in physical activity and outdoor sport, and the social benefits for the individual, family, school, and community. Examples: GEO caching and orienteering	Develop two types of adventure-based group-oriented activities designed to enhance current health and wellness to support a healthier family, classroom, and community.

## STRENGTH AND CONDITIONING

Strength and Conditioning is an elective course that will give students the tools and resources needed to be physically fit and healthy for a lifetime. The variety of exercises, techniques, and equipment used will allow students to experience many different ways to exercise and “work out,” which may lead to them finding exercises they enjoy and want to continue performing after completing the course. Students will also learn how to create their own health and fitness plans that work towards specific health, fitness, and career goals.

**Prerequisite:** Beginning Kinesiology course

<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>		
<b>Standard 1</b>	<b>Level 1</b>	<b>Level 2</b>
<b>SC.1.1 Physical Fitness.</b>	Describe physical activities that contribute to the improvement of specific fitness components gained from participating in fitness activities.	Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in fitness activities.
<b>SC.1.2 Strength and Conditioning.</b>	Identify skills and components needed to design an individualized strength and conditioning program.	Exhibit proper fitness component techniques in strength and conditioning to achieve a desired level of health enhancement.
<b>Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>		
<b>Standard 2</b>	<b>Level 1</b>	<b>Level 2</b>
<b>SC.2.1 Safety</b>	Recognize unsafe situations related to participation in strength and conditioning.	Demonstrate safe and appropriate use and care of equipment and facilities.
<b>SC.2.2 Proper Techniques</b>	Identify skills and components for the individual to participate successfully in strength and conditioning.	Model proper skills and components for the specific lift or agility drills.

<b>Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>		
<b>Standard 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>SC.3.1 Healthy Lifestyles</b>	Determine skills to increase healthy benefits while participating in strength and conditioning.	Apply skills learned to execute a higher level of physical fitness while participating in strength and conditioning.
<b>SC.3.2 Strength and Conditioning Knowledge</b>	Explain skills required for planning an individual strength and conditioning workout program.	Participate in challenging activities requiring the utilization of newly acquired skills involved in the workout program.
<b>Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></b>		
<b>Standard 4</b>	<b>Level 1</b>	<b>Level 2</b>
<b>SC.4.1 Social Behaviors</b>	Research and interpret the proper etiquette for strength and conditioning program in a public and private setting.	Demonstrate the techniques pertaining to strength and conditioning while showing personal responsibility and etiquette in a social setting.
<b>SC.4.2 Leadership Skills</b>	Understand how your personal actions impact you, teammates, peers, and opponents.	Identify and describe examples of positive and negative behaviors while participating in a strength and conditioning program.
<b>Values Physical Activity: <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i></b>		
<b>Standard 5</b>	<b>Level 1</b>	<b>Level 2</b>
<b>SC.5.1 Identify and Evaluate</b>	Discuss how participation in a strength and conditioning program will assist in developing positive self-image and awareness.	Assess a strength and conditioning program that shows how it can be beneficial to an individual's health and enjoyment while participating in self-selected physical activities.
<b>SC.5.2 Analyze</b>	Discuss and evaluate the benefits of socialization and self-expression in strength and conditioning program	Develop two types of strength and conditioning programs designed to enhance your current health and wellness to support a healthier family, classroom, and community.

## **LIFE SPORTS: INDIVIDUAL, DUAL, AND TEAM**

Life Sports is an elective course that gives students basic knowledge of individual, dual, and team sports. Students will progressively learn skills and game strategies for each sport, as well as historical background and terminology. These sports/activities encourage students to participate in physical activity for life and to promote good health and wellness.

**Prerequisite: Beginning Kinesiology course**

*Students can:*

<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>		
<b>Standard 1</b>	<b>Level 1</b>	<b>Level 2</b>
<b>LS.1.1</b> <b>Possess a level of physical fitness necessary for individual, dual and team sports.</b>	Describe physical activities that contribute to the improvement of specific fitness components gained from participating in individual, dual and team sports.	Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in individual, dual and team sports.
<b>LS.1.2</b> <b>Acquire training techniques necessary for participation in individual, dual and team sports.</b>	Identify skills and components needed to design an individualized health enhancing fitness program.	Exhibit proper fitness component techniques in activities to achieve a desired level of health-enhancement.
<b>Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>		
<b>Standard 2</b>	<b>Level 1</b>	<b>Level 2</b>
<b>LS.2.3</b> <b>Acquire an understanding of the importance and consequences of safety in individual, dual and team sports.</b>	Recognize unsafe situations related to participation in individual, dual, and team sports.	Demonstrate safe and appropriate use and care of equipment and facilities.
<b>LS.2.4</b> <b>Acquire proper techniques of specific activities and sport.</b>	Identify skills and components for the individual to participate successfully in individual, dual and team sports.	Model proper skills and components for the specified individual, dual and team sports.

**Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

<b>Standard 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>LS.3.1</b> <b>Maintain a consistent level of exertion in physical activities to attain healthy benefits.</b>	Determine skills to increase healthy benefits while participating in individual, dual and team sports.	Apply skills learned to execute a higher level of physical fitness while participating in individual, dual and team sports.
<b>LS.3.2</b> <b>Develops the intellect to plan activities and sport.</b>	Explain skills required for playing individual, dual and team sports activities.	Participate in challenging activities requiring the utilization of newly acquired skills.

**Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.***

<b>Standard 4</b>	<b>Level 1</b>	<b>Level 2</b>
<b>LS.4.1</b> <b>Acquire knowledge of rules as they pertain to individual, dual and team sports.</b>	Research and interpret the rules of individual, dual, and team sports.	Adhere to rules pertaining to individual, dual, and team sports, showing sportsmanship and personal responsibility.
<b>LS.4.2</b> <b>Display positive leadership skills while participating in individual, dual and team sports.</b>	Understand how your personal actions impact you, teammates, peers, and opponents.	Identify and describe examples of positive and negative behaviors in individual, dual and team sports.

**Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.***

<b>Standard 5</b>	<b>Level 1</b>	<b>Level 2</b>
<b>LS.5.1</b> <b>Identify and evaluate personal, psychological responses to participation in individual, dual and team sports.</b>	Discuss how participation in individual, dual and team sports assist in developing positive self-image and awareness.	Outline a physical activity that shows how it can be beneficial to an individual's health and enjoyment for individual, dual and team sports.
<b>LS.5.2</b> <b>Analyze the role that physical activities play in social interaction and cooperative opportunities within the school, family, community and workplace.</b>	Discuss and evaluate the benefits of socialization and self-expression in individual, dual and team sports.	Develop two types of individual, dual and/or team sports designed to enhance your current health and wellness to support a healthier family, classroom, and community.

# VARSITY ATHLETICS

This is a restricted elective course only for high school athletes. This course offers development of skills and personal potential for student athletes interested in improving their performance or preparing for further competition at the collegiate or professional level. This class may not be substituted for Beginning Kinesiology.

**Prerequisite: Beginning Kinesiology**

**Registration for this class can only be completed by the individual coach responsible for the athletes participating.**

<i>Motor Skills and Movement Patterns: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1	Level 2
<b>VA.1.1</b> Possess a level of physical fitness necessary for varsity athletics.	Describe physical activities that contribute to the improvement of specific fitness components gained from participating in varsity athletics.	Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in varsity athletics.
<b>VA.1.2</b> Acquire training techniques necessary for participation in the selected sport.	Identify skills and components needed to design an individualized health enhancing fitness program for varsity athletics.	Exhibit proper fitness component techniques in varsity athletics to achieve a desired level of health-enhancement.
<i>Movement and Performance: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>		
Standard 2	Level 1	Level 2
<b>VA.2.1</b> Acquire an understanding of the importance and consequences of safety in varsity athletics.	Recognize unsafe situations related to participation in varsity athletics.	Demonstrate safe and appropriate use and care of equipment and facilities.
<b>VA.2.2</b> Acquire proper techniques of specific activities in varsity athletics.	Identify skills and components for the individual to participate successfully in varsity athletics.	Model proper skills and components for the specific varsity program.

**Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***

<b>Standard 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>VA.3.1</b> <b>Maintain a consistent level of exertion in varsity athletics to obtain health benefits.</b>	Determine skills to increase healthy benefits while participating in varsity athletics.	Apply skills learned to attain a higher level of physical fitness while participating in varsity athletics.
<b>VA.3.2</b> <b>Develop the intellect to plan a program for varsity athletics.</b>	Explain skills required for planning individual activities in varsity athletics.	Participate in challenging activities requiring the utilization of newly acquired skills.

**Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.***

<b>Standard 4</b>	<b>Level 1</b>	<b>Level 2</b>
<b>VA.4.1</b> <b>Acquire knowledge of local, state, and federal laws as they pertain to varsity athletics.</b>	Research laws pertaining to participating in varsity athletics. (physical, academic grade requirement, summer practices)	Adhere to laws pertaining to personal responsibility while participating in varsity athletics.
<b>VA.4.2</b> <b>Display positive leadership skills while participating in varsity athletics.</b>	Explain how your personal actions impact you, teammates, peers, and opponents.	Identify and describe examples of positive and negative behaviors in varsity athletics.

**Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.***

<b>Standard 5</b>	<b>Level 1</b>	<b>Level 2</b>
<b>VA.5.1</b> <b>Identify and evaluate personal, psychological responses to participation in varsity athletics.</b>	Discuss how participation in varsity athletics assists in developing positive self-image and awareness.	Assess a physical activity to show how it can be beneficial to an individual's health and enjoyment of varsity sports.
<b>VA.5.2</b> <b>Analyze the role that varsity athletics play in social interaction and cooperative opportunities within the school, family, community, and workplace.</b>	Discuss and evaluate the individual benefits of participation in varsity athletics, and the social benefits for the individual, family, school, and community.	Make a video of one element of a training protocol designed to enhance your current health and wellness to support a healthier family, classroom, and community.

## **Appendix A: Preschool Physical Education Activities (Ages 3-5 years)**

Pre-school physical education is left to the discretion of the school system and is dependent of various funding source requirements; therefore, physical education teachers who instruct pre-school students must be knowledgeable of these requirements.

According to the Alabama Developmental Standards for Preschool Children, “physical development should be integrated into all areas of learning.” Motor development is basic to the achievement of cognitive skills, the promotion of agility and static strength, neural processing, kinesthetic confidence, and general body competence. Gross motor development is gained through regular play and movement. It involves the large muscles of the body. Pre-school activities such as running, jumping, climbing, balancing and throwing enhance the development of gross motor skills.

It is recommended that all pre-school students receive daily, appropriate physical instruction not to exceed 30 minutes (15-20 minutes of instruction and 10 minutes of gross motor activity) with attention to appropriate class size and equipment specifically for students 3 to 5 years of age.

Introduction of appropriate developmental practices could include weight-bearing activities on hands and feet, whole-body activities including large motor skills, locomotor and non-locomotor movements, and use of core, creative movement, moving with music, social interactions, and activities that include all students.

<b>Concepts</b>	<b>Suggested Pre-School Activities</b>
Prevention and Risk Management in Physical Education	Identify ways to be safe while at play. Example: Keeping hands and feet to themselves, know personal space, following playground and gym rules, etc.
Movement Competence and Understanding in Physical Education	Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space. Example: Turning and twisting in personal space, walking and remaining in a line one behind the other, moving in general space without touching, etc.
	Demonstrate balance. Example: Static balance on one foot, retaining balance while moving in a variety of directions or apparatus.
Physical and Personal Wellness in Physical Education	Understand the difference between a resting and active heart rate and breathing. Example: Feeling heart rate and breathing before and after activity.
	Associate the benefits experienced during and after physical activity. Examples: Happy, stronger, relaxed, more focus.
Personal and social responsibility	Demonstrate sharing equipment, reciprocal play, and good sportsmanship. Example: Regulates own emotions, establishes positive relationships, waiting their turn