

**Motor Skills**

Students will demonstrate competency in a variety of motor skills.

**Motor Skills Performance Indicators**

K-2	3-5	6-8	9-12
<ul style="list-style-type: none"> <li>A. Participate in daily physical activity during and after school.</li> <li>B. Identify the physiological changes in the body during physical activity.</li> <li>C. Identify benefits gained from participation in physical activity.</li> <li>D. List activities that will promote a physically active lifestyle.</li> <li>E. Demonstrate locomotor, non-locomotor and manipulative skills in a developmentally appropriate form.</li> <li>F. Apply fundamental motor skills in a variety of physical activities, such as low-organized games, rhythmic activities, fitness activities, tumbling/gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>A. Participate in daily physical activities that promote healthy lifestyles based on personal abilities and interests.</li> <li>B. Discuss reasons for participating in physical activity.</li> <li>C. Identify personal reasons for participating in physical activity (e.g. improvement through practice, enjoyment, social interaction, personal challenge).</li> <li>D. Describe health benefits that result from regular and appropriate participation in physical activity.</li> <li>E. Apply fundamental motor skills in a variety of physical activities, such as low organized games, rhythmic activities, fitness activities, tumbling and gymnastics.</li> <li>F. Begin to combine fundamental motor skills to develop more complex motor skills.</li> <li>G. Begin to use more complex motor skills in a variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>A. Participate in daily physical activities that promote a healthy lifestyle based on personal abilities and interests.</li> <li>B. Set personal physical activity goals.</li> <li>C. Identify long-term benefits that may result from regular participation in physical activity</li> <li>D. Combine and refine fundamental motor skills to competently participate in a variety of physical activities.</li> <li>E. Apply fundamental and complex motor skills in a variety of physical activities.</li> <li>F. Demonstrate use of strategies and tactics within a variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>A. Participate in daily health-enhancing and personally rewarding physical activities.</li> <li>B. Develop a physical activity plan based on individual needs and interests.</li> <li>C. Describe how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes.</li> <li>D. Apply complex motor skills in a wide variety of leisure and work related physical activities.</li> <li>E. Demonstrate use of strategies and tactics within a variety of physical activities.</li> </ul>

**Movement Concepts**

Students will apply knowledge of concepts, principles, strategies and skills related to: movement, performance, and maintaining a health-enhancing level of physical activity and fitness.

**Movement Concept Performance Indicators**

K-2	3-5	6-8	9-12
<ul style="list-style-type: none"> <li>A. Participate in daily health-enhancing physical activities.</li> <li>B. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.</li> <li>C. Progress in vigorous activities from shorter periods to longer periods of time.</li> <li>D. Begin to use a movement vocabulary.</li> <li>E. Begin to describe the critical elements of fundamental motor skills.</li> <li>F. Distinguish differences in time, space, force, flow and direction.</li> <li>G. Use feedback from teachers to improve motor skill performance and cognitive understanding.</li> <li>H. Identify the value of participation in physical activities.</li> <li>I. Describe what it is like to work in a group.</li> </ul>	<ul style="list-style-type: none"> <li>A. Participate in daily health-enhancing physical activities.</li> <li>B. Describe short and long term benefits of engaging in health-related fitness.</li> <li>C. Use personal fitness assessment data to enhance understanding of fitness.</li> <li>D. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.</li> <li>E. Identify health-related fitness components inherent in various activities.</li> <li>F. Use a movement vocabulary when describing motor skill performance.</li> <li>G. Use feedback to improve motor skill performance and cognitive understanding.</li> <li>H. Transfer concepts learned from one set of skills/games to another.</li> <li>I. Identify the value of participation in physical activities.</li> <li>J. Describe what it is like to work in a group.</li> </ul>	<ul style="list-style-type: none"> <li>A. Participate in daily health-enhancing physical activities.</li> <li>B. Design a comprehensive personal fitness plan (goals, strategies, timeline) based upon fitness assessment results.</li> <li>C. Identify effects of activity on stress levels.</li> <li>D. Use personal fitness assessment data to enhance understanding of fitness.</li> <li>E. Identify health-related fitness components inherent in various activities.</li> <li>F. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.</li> <li>G. Use a beginning level of technology to analyze, assess and improve one’s fitness level.</li> <li>H. Use a movement vocabulary when describing motor skill performance.</li> <li>I. Describe critical elements of complex motor skills.</li> <li>J. Analyze the use of movement concepts during motor skill performance.</li> <li>K. Use feedback from teachers, peers, other mediums, and a beginning level of self-assessment to improve motor skill performance and cognitive understanding.</li> </ul>	<ul style="list-style-type: none"> <li>A. Participate in daily health-enhancing and personally rewarding physical activities.</li> <li>B. Develop and implement a personal fitness program from a fitness profile.</li> <li>C. Differentiate between health-related and skill-related fitness components inherent in various activities.</li> <li>D. Use technology to analyze, assess and improve one’s physical activity and fitness levels.</li> <li>E. Examine the correlation between modifiable health-related risk factors and health-related fitness.</li> <li>F. Use a movement vocabulary when describing motor skill performance.</li> <li>G. Describe critical elements of complex motor skills.</li> <li>H. Evaluate the use of movement concepts during motor skill performance.</li> <li>I. Use feedback from teachers, peers, other mediums, and self to improve motor skill performance and cognitive understanding.</li> <li>J. Identify movement concepts and principles to independently refine their skills and apply them to the learning of new skills.</li> </ul>

**Personal and Social Behavior**

Students will recognize the value of physical activity while exhibiting responsible personal and social behavior that respects self and others.

**Personal and Social Behavior Performance Indicators**

K-2	3-5	6-8	9-12
<ul style="list-style-type: none"> <li>A. Accept responsibility for his/her participation in physical activity settings.</li> <li>B. Work cooperatively and productively with a partner or small groups.</li> <li>C. Identify and follow safety rules for all activities.</li> <li>D. Display responsible behaviors in physical activity settings.</li> <li>E. Recognize the existence of individual uniqueness in physical activity settings.</li> <li>F. Display consideration for others in physical activity settings.</li> <li>G. Discuss the importance of including all students in physical activity settings.</li> <li>H. Resolve conflict in socially acceptable way</li> </ul>	<ul style="list-style-type: none"> <li>A. Describe responsible behavior in physical activity settings.</li> <li>B. Work productively and respectfully with others to achieve a group goal.</li> <li>C. Identify and follow safety rules for all activities.</li> <li>D. Demonstrate responsible behavior in physical activity settings.</li> <li>E. Recognize and accept the existence of individual uniqueness in physical activity settings.</li> <li>F. Display acceptance of others through verbal and non-verbal behaviors.</li> <li>G. Identify individual similarities and differences in physical activity settings.</li> <li>H. Demonstrate a tolerance for individual differences.</li> <li>I. Resolve conflict in socially acceptable ways.</li> </ul>	<ul style="list-style-type: none"> <li>A. Accept responsibility for being part of a group by contributing toward group success.</li> <li>B. Participate productively in both cooperative and competitive group activities.</li> <li>C. Identify, follow and when appropriate, create safety guidelines for participation in activities.</li> <li>D. Demonstrate responsible behavior in physical activity settings.</li> <li>E. Discuss the difference between ethical and unethical behavior in physical activity settings.</li> <li>F. Demonstrate ethical behavior in physical activity settings.</li> <li>G. Accept the existence of individual uniqueness in physical activity settings.</li> <li>H. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.</li> <li>I. Display sensitivity toward others in physical activity settings.</li> <li>J. Develop strategies for including others in physical activity settings.</li> <li>K. Resolve conflicts and accept decisions of judgment in socially acceptable ways.</li> </ul>	<ul style="list-style-type: none"> <li>A. Initiate independent responsible behaviors in order to be a positive influence on others in physical activity settings.</li> <li>B. Recognize the role of the leader and follower within a group in order to achieve physical activity goals.</li> <li>C. Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.</li> <li>D. Analyze the difference between ethical and unethical behavior in physical activity settings.</li> <li>E. Demonstrate ethical behavior in physical activity settings.</li> <li>F. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.</li> <li>G. Develop strategies for including others in physical activity settings.</li> <li>H. Advocate for including all people in physical activity settings.</li> <li>I. Resolve conflicts and accept decisions of judgment in socially acceptable ways.</li> </ul>