A Physical education curriculum in the elementary school setting provides many lifelong benefits that are not achieved in a regular classroom setting. One of the most important lifelong benefits of including a physical education curriculum in the elementary setting is to influence students early about how to live a longer, healthier, life. Health related and skill related physical fitness components provide an understanding for how students can benefit from physical education. Elementary students will be able to develop their fundamental movement concepts and fundamental motor skills faster by participating in a physical education setting than if they did not participate. Physical education also provides a different way to learn other subject areas because of interdisciplinary teaching styles. Most importantly, students who are involved with physical education will develop the knowledge and skills necessary to create and maintain a healthy, active, and fun lifestyle.
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Standards

Kindergarten

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) movements. In kindergarten a foundation is established to facilitate continued motor skill acquisition which gives students the capacity for successful levels of performance as they develop.

K.1.1 Perform basic (fundamental) locomotor skills.

Example: Demonstrate walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities (e.g., run when you hear the color of your eyes, jump over a line on the floor, leap over a pillow).

K.1.2 Perform basic nonlocomotor skills.

Example: Demonstrate balance on stable and unstable objects (e.g., walk on a rope on the floor, a balance board, on top of tires) and/or demonstrate weight transfer/tumbling skills (e.g., log roll, egg roll, forward roll).

K.1.3 Perform basic manipulative skills.

Example: Demonstrate eye-hand and eye-foot coordination skills (e.g., throw a ball above head, hit a balloon with hands, strike a balloon with a racquet, bounce a ball, kick a stationary ball).

K.1.4 Perform basic movements in a rhythmic manner.

Example: Perform locomotor skills to a specific rhythm (e.g., walk to the rhythm as the teacher gives/calls directions for a simple circle dance; walk to drum beat; jump over a stationary rope on the floor while counting in a rhythm).

Standard 2

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

Students learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity.

K.2.1 Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills.

Example: Recognize movements and cues (e.g., gallop cue: leader leg; forward roll cue: be small and roll like a ball; kick a ball cue: toe down).

K.2.2 Demonstrate variations in moving with spatial, directional, and temporal awareness.

Example: Move in various directions (forward, backward, sideward), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in skill development activities (e.g., walk on a curved rope on the floor; stretch high, low level for a crab walk; run fast in a tag game).

K.2.3 Identify and demonstrate basic principles for learning basic movement skills.

Example: Verbally identify and practice the basic principles for balance (e.g., arms extended for walking on a balance board), basic footwork skills (e.g., soccer ball dribble with soft taps of feet), and catching a ball (e.g., reach out with hands).
Standard 3

Physical Activity: Students participate regularly in physical activity.

Regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to quality of life. Students have more opportunities to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them develop movement competence.

K.3.1 Show skills and knowledge acquired in physical education class during after school physical activities.

Example: Demonstrate willing participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues (e.g., teacher initiates conversation with students for informal assessment of after school physical activity participation).

K.3.2 Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time.

Example: Express enthusiasm and enjoyment while being physically active (e.g., choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess).

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Young children engage in a variety of physical activities that serve to promote an active lifestyle. The development of students’ health knowledge and movement skills begin in kindergarten. Improvement of students’ physical fitness abilities will continue to develop.

K.4.1 Demonstrate improved cardiorespiratory endurance.

Example: Engage in vigorous activity, progressing from short periods to longer periods of time (e.g., chasing and fleeing physical fitness activity/game, skill development activity, walk/run at one’s individual pace at an outdoor fitness trail; playground fitness stations).

K.4.2 Demonstrate improved muscular strength and endurance.

Example: Improve upper body and abdominal strength by engaging in specific exercises throughout the school year (e.g., shoulder touches, modified push-ups, v-sit, modified crunch).

K.4.3 Demonstrate improved flexibility in three different joints.

Example: Demonstrate engagement in specific stretches to improve lower back flexion (e.g., seated and standing straddle stretches, seal stretch).

K.4.4 Identify the basic effects of physical activity on heart and lung function.

Example: Observe and feel fast heart and breathing rates when engaged in skill development and physical fitness activities (e.g., feel a slow heart rate and observe a slow breathing rate before skill and fitness stations begin, after ten or more minutes feel and observe fast heart and breathing rates).

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences (i.e., motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status) through positive interaction among participants in physical activity. Students understand that cooperation promotes success in activity settings.

K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities.

Example: Exhibit successful participation in activities/games with boundary lines (e.g., cones and lines indicate activity parameters) and understand rules for safe active play (e.g., awareness of personal space).
K.5.2 Exhibit a willingness to follow basic directions for an active class.
Example: Respond to teacher’s signals for start and stop, verbal cues, directions, and visual demonstrations.

K.5.3 Show a positive attitude toward self and others during physical activity.
Example: Exercise alone and exercise with other children in which differences exist (e.g., ability, race, gender, and socioeconomic status).

K.5.4 Demonstrate respect for other children in physical education class.
Example: Practice a skill with the person or group to which one is assigned.

**Standard 6**

**Value of Physical Activity:** Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

_Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. The intrinsic benefit of participation is for students to enjoy being physically active._

K.6.1 Express enjoyment and self-confidence when participating in movement experiences.
Example: Demonstrate active participation in a child-centered lesson for learning new skills (e.g., teacher plans developmentally appropriate lessons to minimize the effect of initial failures: physical fitness activities/games that do not eliminate students, use of balloons for striking with a racquet or paddle, use lightweight balls for bouncing).

K.6.2 Discuss personal opinions about participation in physical activity.
Example: Express verbal feedback of an activity to the teacher (e.g., teacher evaluates a lesson by informally asking students their opinion of a game/activity and observes if participation was active or passive).

K.6.3 Acquire new skills and demonstrate a determination to develop those skills.
Example: Demonstrate active engagement in the physical education lesson; student actively participates with little or no prompting from the teacher.

**Grade 1**

**Standard 1**

**Motor Skills and Movement Patterns:** Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

_Students observe, learn, practice, and develop fundamental movements. In first grade, this foundation continues to be established and reinforced to facilitate motor skill acquisition which gives students the capacity for successful levels of performance as they mature. Locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills are being combined at a fundamental level to challenge the students._

1.1.1 Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.
Example: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk or run on an outdoor fitness trail; walk, skip to the words in a poem).

1.1.2 Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements.
Example: Demonstrate static balances (e.g., one leg balance, two hands and one foot balance) and dynamic balance on stable and unstable objects (e.g., walk backwards on a balance board, walk forward on a balance board and step over objects, walk on a pattern of stepping stones, jump on a pattern of poly spots)
1.1.3 Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements.

Example: Demonstrate eye-hand and eye-foot coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch self-tossed beach ball; kick a ball with power; bounce or dribble a ball while kneeling; jump a stationary rope on the floor and progress to a self-turned rope).

1.1.4 Perform fundamental rhythmic skills alone, with a partner, or in a group.

Example: Perform a simple dance (e.g., walk, march, slide, and use a partner elbow swing in circle and line dances); demonstrate jumping rope, progressing to a consistent rhythm (e.g., stationary rope on the floor and progress to a self-turned rope); or demonstrate consistent bouncing (dribbling) of a ball.

Standard 2

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

Students learn to utilize cognitive information to reinforce the fundamental motor skills they acquired in kindergarten. Knowledge and application of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and strategies enhance independent learning and effective participation in physical activity.

1.2.1 Demonstrate fundamental movement vocabulary and cue words for learning skills.

Example: Recognize movements and cues (e.g., step forward on the opposite foot throwing cue: step with the other foot).

1.2.2 Identify and demonstrate the basic principles of age appropriate locomotor, nonlocomotor and manipulative skills.

Example: Verbally identify and practice the basic elements for bouncing (dribbling) a ball (e.g., keep ball below the waist, pads of fingers push the ball, dribble ball to the side).

1.2.3 Demonstrate variations in moving with directional, spatial and temporal awareness.

Example: Move in various directions (e.g., forward, backward, sideward, left, right, up, down) at various levels (high, medium, low), in various patterns (straight, curved, zigzag), and at various speeds (fast, medium, slow) in skill development activities (e.g., walk sideward as bouncing the ball, crab walk backwards at a low level, or jump a zigzag poly spot pattern.

1.2.4 Identify major body parts, muscles and bones used to move and support the body.

Example: Verbally and visually identify body parts, muscles and bones (e.g., head, arm, chest, lungs; heart, biceps, triceps; skull, ribs).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students begin to understand how being physically active contributes to their health. Regular participation in physical activity enhances the physical and psychological health of the body, provides for social opportunities, and contributes to quality of life. Students learn to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them improve movement competence.

1.3.1 Engage in health-related physical fitness activities or games during physical education class, recess, and/or leisure time with one’s family and friends.

Example: Participate in physical fitness activities/games, playground activities, swimming, walking, riding a bicycle, playing in the snow, and/or tennis.

1.3.2 Record participation in physical activities by type of activity and time.
Example: Write and draw periodically in a student activity portfolio about the physical fitness activities/games and/or sport skills that one enjoys playing to be healthy.

Standard 4
Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Young children engage in a variety of physical activities that serve to promote an active lifestyle. In first grade, students begin to understand the effects of physical activity on the body: increased heart rate, increased rate of respiration and an increase in perspiration during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies. Improvement of students’ physical fitness is expected.

1.4.1 Demonstrate how increasing the intensity of an activity will increase the heart rate.

Example: Describe and monitor the difference in the heart rate during a five minute warm-up walk, run or stretching as compared to 20 minutes of motor skill development and physical fitness stations.

1.4.2 Describe the basic effect of regular exercise on muscles.

Example: Compare the scores from three exercise trials and draw conclusions (e.g., at the beginning of the school year, record the score achieved for a specific muscle group exercise; complete mid-year and final year-end trials).

1.4.3 Perform exercises for muscle groups that are strengthened by specific exercises.

Example: Identify and perform the exercises which strengthen the abdominal muscles and those which strengthen the arm muscles (e.g., v-sit, modified crunch, shoulder touches, modified push-ups, crab walk, partner over and under push-ups).

1.4.4 Participate in activities that increase cardiorespiratory endurance.

Example: Demonstrate engagement in physical fitness activities and describe the effects of exercise on the heart and lungs (e.g., increased heart and breathing rates, increase in perspiration).

1.4.5 Demonstrate stretches that will improve flexibility.

Example: Demonstrate standing straddle toe touch, splits, lunge, and seal stretches.

1.4.6 Participate in an active physical education class to maintain age appropriate intensity and duration for improved physical fitness.

Example: Participate in skill development activities and/or games for 20 minutes or more in each physical education class to maintain or improve cardiorespiratory endurance, muscle strength and endurance, and flexibility (e.g., partners take turns to run/walk a lap, with the non-runner choosing a skill development practice station, combined with 20 second periodic breaks for upper body and abdominal exercises and stretching; obstacle course designed with a variety of movement and physical fitness challenges).

Standard 5
Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students learn and apply safety practices.

1.5.1 Identify and demonstrate safety practices and personal responsibility during physical education class, recess and after school physical activities.
Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving, and activities/games that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes).

1.5.2 Demonstrate and apply an understanding of rules and directions for an active class.
Example: Practice skills and follow rules and directions when participating in activities/games (e.g., tell what consequences will occur for continued disregard of the rules and directions: 1st - a warning, 2nd - a time out from the practice or game).

1.5.3 Demonstrate cooperative play with children of varying abilities.
Example: Participate with a child of different ability (e.g., less fit, more skilled) in class activities (e.g., student and classmate cooperatively play together in an indoor soccer leadup game).

1.5.4 Demonstrate respect and compassion for children with individual differences.
Example: Dance with an assigned classmate; support the participation of a student with a disability in a skill development or physical fitness activity/game.

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

Enjoyable and challenging physical activities will develop self-confidence and promote a positive self-image. In first grade, children begin to recognize their own abilities and choose activities/sports to improve their skills.

1.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.
Example: Identify goals, with teacher guidance, and practice to improve and achieve goals (e.g., land on feet for cartwheel improvement and success; overhand throw to hit the target from a 10 foot distance for overhand throw success; reach or exceed a personal goal one can walk/run laps in 10 minutes for cardiorespiratory improvement and success).

1.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.
Example: Demonstrate skill acquisition and/or improvement when striking with a racquet (e.g., keep wrist firm on the racquet handle, put two hands on the handle, watch the balloon/ball, move feet).

1.6.3 Demonstrate self-expression in a physical activity setting.
Example: Show creativity in a partner Follow the Leader game with bouncing (dribbling) a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).

1.6.4 Express enthusiasm for participating in physical activity.
Example: Express excitement for physical education class with verbal and nonverbal communication about skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson).

Grade 2

Standard 1
Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
Students are practicing, developing, and refining fundamental movement skills to achieve maturity. In second grade, students are able to combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Students practice and develop these combinations of fundamental skills.

2.1.1 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges.

Example: Demonstrate locomotor moving in basic combinations in skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles, hop and jump a pattern on a floor ladder, walk and skip in a dance).

2.1.2 Perform stability skills proficiently and in combinations, with developmentally appropriate challenges.

Example: Demonstrate static balance and dynamic balance in combinations on stable and unstable objects (e.g., walk on a balance board on an incline, travel over tires and carry an object extended above head, skip on a balance board, perform a one leg pose on a stepping stone); weight transfer/tumbling skills (e.g., tumbling routine with four skills).

2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.

Example: Demonstrate eye-hand and eye-foot coordination skills in physical fitness activities/games (e.g., develop coordination and accuracy in the overhand throw to a target with increasing distances; pass a beach ball over a 5 - 6 foot high net with the overhand technique; develop new footwork and skills for jumping rope: skier, one foot, turn the rope backwards).

2.1.4 Perform fundamental rhythmic skills proficiently alone, with a partner or in a group.

Example: Perform a dance with challenging steps (e.g., dos-a-dos and sashay with a partner in circle and line dances); demonstrate a consistent rhythm while jumping rope, (e.g., achieve 15 or more consecutive jumps while jumping to music).

2.1.5 Perform locomotor and manipulative combined skills with developmentally appropriate challenges.

Example: Demonstrate motor skill combinations in skill development practice/activities and physical fitness activities/games (e.g., while bouncing a ball, walk/run to pick up items from the floor and take to a collection box; dribble and pass the ball to a teammate in an indoor soccer leadup game; while walking, toss and catch a beanbag on a racquet or paddle).

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

Students learn to utilize cognitive information to achieve mature (proficient) fundamental motor skills. Knowledge and application of movement concepts (body, spatial, directional, and temporal awareness), relationships, and strategies enhance independent learning and effective participation in physical activity.

2.2.1 Identify and demonstrate efficient movement with objects that present balance, change of direction and spatial awareness challenges.

Example: Successfully navigate through an obstacle course (e.g., over and under hurdles, stepping stones, travel over tires, crawl through a tunnel, travel through a mat maze, jump down from a height, walk on a balance board carrying an object).

2.2.2 Identify and begin to demonstrate techniques for efficient and safe movement.

Example: Demonstrate straight arms with a cartwheel; a landing with soft knees/slight flex when jumping down from a height; jumping on balls of the feet and keeping arms and hands at sides when jumping rope.

2.2.3 Identify and apply the basic elements for efficient locomotor, nonlocomotor, stability, and manipulative skills.
Example: Verbally identify and practice the basic elements for gallop (e.g., moving forward: step, together, step, together); cartwheel (e.g., straight arms and hand, hand, foot, foot); overhand throw to a target (e.g., opposite shoulder points to the target, elbow back, ball back, step and turn to face target, throw); jumping rope (e.g., jump softly on balls of feet, keep arms and hands at sides when turning the rope); jumping from a 1 to 3 foot height (e.g., balanced landing with soft knees/slight bend and arms extend out).

2.2.4 Understand and demonstrate strategies for active games.

Example: Recognize and apply basic strategies in playing games (e.g., small-sided defense and offense skills in an indoor soccer leadup game played with four high density foam balls; fast running, dodging and agility skills in a tag game).

2.2.5 Develop selected academic concepts to integrate in fitness workouts and/or games.

Example: Apply interdisciplinary connections while jumping rope by solving math problems or spelling words (e.g., jump the answer to a math problem: 5 + 8; spell words with warm-up exercises: day of the week, words from spelling lists, names of muscles; body, muscles, and bones quiz station in a physical fitness activity).

Standard 3
Physical Activity: Students participate regularly in physical activity.

Second grade students enjoy learning new skills and they recognize their developing competence in movement abilities. Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. They observe positive attitudes of athletes and family members engaged in physical activity.

2.3.1 Participate actively in all physical education classes and in unorganized or organized physical fitness and play opportunities during after school time.

Example: Enter a game situation, skills practice, and/or family physical activity voluntarily (e.g., competition is minimal to encourage participation).

2.3.2 Participates in and keeps a record of activities outside of physical education class that provide opportunities to demonstrate a healthy lifestyle.

Example: Record participation time from a gymnastics, swimming, martial arts class, or other physical activities in a student activity portfolio (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

Standard 4
Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

The development of students’ health knowledge and movement skills continue in second grade. Students participate in physical activity for a longer time and at a higher intensity. Their physical fitness is expected to improve and be maintained. The relationship between physical fitness and an active lifestyle is emphasized.

2.4.1 Participate in an active physical education class to maintain the intensity and duration for improved physical fitness.

Example: Participate in skill development activities/games and physical fitness activities for 20 minutes or more to maintain or improve cardiorespiratory endurance, muscle strength and endurance, and flexibility (e.g., skill and fitness activities stations; eye-hand coordination skill development practice stations, rope jump station, flexibility station, muscle strength and endurance stations).

2.4.2 Describe what can happen to the body of a person who does not exercise and who consumes too much food.

Example: Verbally describe how body composition is affected by sedentary activity and food consumption (e.g., class discussion of too much screen time, video games, over-eating and how these affect a healthy level of body fat and muscle).

2.4.3 Develop and describe the components of health-related physical fitness.
Example: Participate in a circuit training activity and follow with discussion to identify the components of health-related physical fitness (e.g., strong muscles, basic heart and lung function, flexibility, and body fat).

2.4.4 Perform and recognize the difference between high, medium, and low intensity activities for developing cardiorespiratory endurance.

Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and running as a high intensity activity for developing cardiorespiratory endurance (e.g., students feel their heart beats and observe their breathing rate after trying each of these levels of activity).

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students continue to learn and apply safety practices in an active class.

2.5.1 Identify and demonstrate safety practices and personal responsibility for an active class and games.

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines), activities/games in which everyone is moving and that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes); notify the teacher if a student has an injury so activity can be suspended and care provided to the student.

2.5.2 Demonstrate and apply rules and directions for an active class.

Example: Recall rules before participating in an activity/game and describe positive and negative consequences (e.g., sticker reward for following rules and directions; 1 st – a warning, 2 nd – a time out from class activity for disregarding rules and directions).

2.5.3 Demonstrate cooperative play with a partner and small or large groups regardless of personal differences.

Example: Demonstrate a positive attitude for all classmates in skill development and physical fitness activities and practice positive sportsmanship (e.g., resolve conflict with honesty and respect).

2.5.4 Demonstrate respect and compassion for students with individual differences.

Example: Demonstrate assistance and encouragement to a peer who is struggling with a skill (e.g., verbal and nonverbal language is used respectfully with peers).

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students continue to understand how being physically active contributes to their health and ability to learn. Regular participation in physical activity enhances the physical and psychological health of the body, social opportunities, and quality of life. Students also begin to observe the negative consequences of physical inactivity. Social interaction is enhanced with their ability to work cooperatively in a group.

2.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.

Example: Identify goals to achieve, self determined and/or teacher determined, and practice to improve skills (e.g., jump rope skills for improvement and success: turning the rope backwards, skier jump, side straddle jump; 15 or more bump-ups with a racquet or a paddle for eye-hand coordination improvement and success; reach or exceed the
personal goal one can walk/run laps in 10 minutes for cardiorespiratory improvement and success).

2.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

Example: Demonstrate skill improvement and/or acquisition when striking a beach ball and progressing to a trainer volleyball (e.g., various sizes: medium and large; light weight and oversized) with forearms/bumping (e.g., hands together, arms straight, watch the ball, move feet, arms meet the ball gently).

2.6.3 Express enthusiasm as a result of participation in physical activity.

Example: Express excitement for physical education class with verbal and nonverbal communication after participation in skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson); willingly self evaluates specific motor skill or physical fitness improvement (e.g., the teacher designs an age appropriate checklist for student self evaluation).

Grade 3

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

By third grade, most students have developed mature (proficient) fundamental locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. They begin to practice these skills to adapt and refine them to be used in a variety of games.

3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations.

Example: Demonstrate variations of jumping (e.g., vertical, horizontal) and throwing a ball (e.g., two hands, underhand, sidearm).

3.1.2 Demonstrate different fundamental movement skills to form increasingly complex skills.

Example: Combine bouncing (dribbling) a ball while running at different speeds, using the inside and outside of the feet, and passing accurately to a teammate.

3.1.3 Utilize manipulative equipment combined with movement skills to perform specific sport skills.

Example: Use an appropriate size bat and demonstrate striking a ball that is tossed by a partner; use a short handled paddle or racquet to strike a moving object (e.g., ball, shuttlecock/birdie, etc.); manipulate tinkling sticks in a rhythmic manner in a dance.

3.1.4 Demonstrate movement skills and patterns following specific rhythms.

Example: Perform a ball routine consisting of a bounce, pass and catch with a partner in rhythm to the music.
Standard 2

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

Students explore movement concepts (body awareness, spatial awareness, qualities of movement, relationships) that allow them to adapt to changes in their environment. As they gain more motor control, students begin to adapt their skills in order to produce efficient movement.

3.2.1 Describe various balance forms utilizing base of support concepts.

Example: Demonstrate stability awareness (e.g., lower center of gravity, wide base of support, number of balance points for more stability) as applied to stable bases of support (e.g., arabesque or scale, wrestler’s bridge, tripod, bear walk, football stance).

3.2.2 Describe movement principles and apply mature movement patterns in various manipulative challenges.

Example: Identify striking a ball (batting), juggling, and alternating toe touches as being skills that cross the midline; observe the performance of others (in class, on videotape) to detect performance errors in efficient movement.

3.2.3 Describe and demonstrate the use of force to move objects various distances.

Example: Practice kicking a ball with ankle flexion, knee extension, and hip flexion producing light, medium, and hard force (power) to observe the distance the ball travels at each level of force.

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students are actively involved in activities that produce higher levels of physical fitness. Most are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.

3.3.1 Select and participate in moderate to vigorous physical activity in physical education class and during after school time.

Example: Record participation in healthy lifestyle activities/sports while playing with friends and family, and attempt to learn challenging sport skills.

3.3.2 Identify healthy behaviors that represent a physically active lifestyle.

Example: Discuss quality nutrition and rest for one’s body and how it compliments a physically active lifestyle (e.g., junk food versus fruits and vegetables; cola drinks versus water; lack of rest versus a minimum of 9-10 hours of sleep per night).
Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness. **Students identify cause and effect in relationship to a healthy lifestyle. They are able to demonstrate the components of health-related physical fitness in activities that will produce a training effect.**

3.4.1 Participate in self assessments and formal fitness assessments.

   Example: Evaluate personal fitness using the results of weekly fitness workouts and a standardized fitness test (e.g., refer to age/grade scores on a chart, determine levels of self improvement).

3.4.2 Identify strengths and areas needing improvement in personal fitness.

   Example: Utilize a performance chart from a criterion-referenced assessment to determine if individual fitness level is within the healthy fitness zone (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

3.4.3 Establish personal goals based upon results of fitness assessments.

   Example: Establish a goal to do daily flexibility (range of motion of a joint) exercises with the hamstring muscles (back of thigh) and lower back to improve test results; create a list of physical activities to participate in after school and/or weekends with goals for frequency and duration.

3.4.4 Define and develop the five components of health-related physical fitness.

   Example: Describe cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition and develop skills through a gymnastics circuit (e.g., tumbling skills stations, balance board skills stations, low parallel bars basic skills station, rings basic skills station, vault and take-off board basic skills station, flexibility stations, muscle strength and endurance stations).

3.4.5 Describe and demonstrate examples of the five components of health-related physical fitness.

   Example: Identify and demonstrate an exercise to increase muscular strength of the upper arms (e.g., biceps curl, triceps extension) and/or an awareness of continuous movement in caloric expenditure to achieve healthy level of body composition.

3.4.6 Participate in activities that enhance health-related physical fitness on a regular basis.

   Example: Participate in daily aerobic workouts or active games/sports, in physical education class and/or at home, to develop cardiorespiratory endurance.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. **Students begin to experience more activity-based social situations and become more accepting of others. They can describe rules and policies although during play will need guidance and direction. Students are aware of right and wrong behaviors as well as safe and unsafe practices in physical activity environments.**

3.5.1 Work cooperatively with others to obtain common goals in a game situation.

   Example: Practice the instep soccer pass with a partner while applying concepts of movement (e.g., power, direction, time) to make the passes more accurate.

3.5.2 Recognize and avoid unsafe practices and situations.
3.5.3 Demonstrate respect and compassion for the individual differences of others while participating in physical activities.

Example: Share equipment with classmates of varying ability (lower fitness, more skill) during physical activities; choose to participate in a game or dance activity with a classmate of another gender, race, culture, or country.

3.5.4 Encourage classmates who demonstrate difficulty with skill performance.

Example: Express encouragement to a classmate attempting to finish the one mile walk/run at a comfortable pace; help a classmate learn and practice a new skill.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students develop an increased awareness of the importance of health-related physical fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. Students accept challenges in activities that involve new or recently attained skills.

3.6.1 Demonstrate feelings through a pattern of locomotor and nonlocomotor movements.

Example: Create a dance that expresses a variety of emotions (e.g., happiness, sadness, excitement, calmness).

3.6.2 Express enjoyment when applying new skills while participating in partner and group physical activities.

Example: Choose to do an activity at recess with a friend rather than by self; move with a partner over, under, and through an obstacle course while helping each other as needed.

3.6.3 Participate in cooperative problem-solving physical activity challenges.

Example: Participate in a cooperative education initiative, with a small group of students, in an attempt to move from one side of the activity area to the other using a variety of equipment (e.g., long boards, scooters, carpet squares).

Grade 4

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students begin fourth grade with refined movement skills and work toward demonstrating correct form in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Variations of motor skills are combined to form more complex patterns (combinations) of movement. These combinations are then applied in specialized skills for individual, dual, and/or team sport activities.

4.1.1 Demonstrate mature movement patterns in locomotor, nonlocomotor, and manipulative skills.

Example: Demonstrate a mature (proficient) hop (e.g., nonsupport leg flexed 90°, nonsupport thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of nonsupport leg, arms move together in rhythmical lifting as support foot leaves ground).

4.1.2 Practice combinations of movement skills for specific sports.

Example: Perform a catch, dribble, and pass with a ball to a moving partner.

4.1.3 Demonstrate complex patterns of movement.

Example: Design and demonstrate a movement routine using a series of related movements (e.g., tumbling routine, aerobic dance).
4.1.4 Demonstrate movement skills and patterns following specific rhythms.
   Example: Perform a jump rope routine with a partner consisting of a variety of skills in rhythm to music (e.g., skier, criss-cross, side and front straddle); execute an aerobic dance routine in rhythm to music.

Standard 2

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

Students strengthen their ability to apply basic concepts of movement (body awareness, spatial awareness, qualities of movement, relationships) to improve their individual performances. They observe, analyze, and critique their own and other students' performance. Students demonstrate an understanding of these movement concepts in their movement performances.

4.2.1 Describe critical elements of correct movement pattern for fundamental movement skills.
   Example: Describe and demonstrate body positions for each of the parts of bouncing (dribbling) a ball (e.g., feet placed in narrow stride, slight forward trunk lean, ball held waist high, ball pushed toward ground with fingertips).

4.2.2 Apply the concept of practice to improve movement skills.
   Example: Work toward accurately passing a ball to a target using a chest pass.

4.2.3 Observe the performance of others to provide feedback to help improve motor skills.
   Example: Carefully observe another student (in class, on videotape) kicking a ball and complete a peer evaluation with a checklist or rubric.

4.2.4 Recognize and describe critical elements of complex movement patterns.
   Example: Describe the use of specific body parts and summation of forces (e.g., arms back, knees bent, lower level) for increasing distance in the standing long jump.

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students begin to develop an understanding of the benefits of participation in health-related physical fitness activities. They develop awareness about the kinds of activities that are part of a healthy lifestyle and begin to choose more of these activities to participate in during their leisure time outside of class.

4.3.1 Identify and demonstrate the physical, mental, social, and emotional benefits of participation in health-related physical fitness activities.
   Example: List the benefits that result from participation in physical fitness activities (e.g., decreases heart disease, strengthens sport performance, increases mental alertness, improves attention and memory, improves self-esteem, decreases stress); and/or contrast excessive sedentary activities to a physically active lifestyle (e.g., TV, video games, screen time versus ice skating, swimming, hiking).

4.3.2 Demonstrate regular participation in health-related physical fitness activities outside of class.
   Example: Participate in family fitness activities or practice independently for a youth sport league two to three afternoons per week.

4.3.3 Identify and participate in lifetime physical activities.
   Example: Discuss why tennis, softball, swimming, golfing, hiking, and jogging learned in physical education class are considered lifetime physical activities that can be enjoyed in the community.
Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness. Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze criterion-referenced assessment data and develop personal fitness goals. Students can identify many physical activities that influence health-related physical fitness.

4.4.1 Participate in self-assessments for physical fitness and meet the criterion for specific age groups.

Example: Strive to achieve the healthy fitness zone standard for a criterion-referenced assessment of health-related physical fitness; use results of heart rate monitor or computer generated reports to reinforce fitness understanding.

4.4.2 Establish personal goals based upon results of fitness assessments.

Example: To improve pushup test result, establish a goal to do upper body strength exercises (e.g., partner tug of war, pushup hockey, pushup style Tic-Tac-Toe).

4.4.3 Describe exercises/activities that will improve each component of health-related physical fitness.

Example: List specific stretches and activities that will improve flexibility of specific muscle groups (e.g., lower back, hamstrings, quadriceps).

4.4.4 Participate in an activity program that is designed to improve health-related physical fitness.

Example: Participate in an after school exercise program (e.g., fitness, yoga, walking) several days per week; join family and friends to walk/jog at a neighborhood park at least three times per week.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. Students continue to strengthen cooperation skills that were begun in earlier grades. They can follow rules and procedures with few reminders. Students observe differences between themselves and classmates and start to develop an appreciation for these differences.

4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.

Example: Participate in cooperative and challenge activities (student designed game); participate cooperatively with friends in a self-officiated game.

4.5.2 Follow rules and safe practices in all class activities without being reminded.

Example: Stop activity immediately upon signal from a student referee.

4.5.3 Describe the similarities and differences between games of different countries.

Example: Compare and contrast baseball in the United States with cricket in England.

4.5.4 Recognize the various abilities and limitations of classmates and understand the adaptations they make when participating in different physical activities.

Example: While participating blindfolded, students work with a partner to maneuver through an obstacle course.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Students in the fourth grade can list the physical activities they enjoy and understand that satisfaction is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. However, at this level, students typically participate in activities that offer them the least amount of failure.

4.6.1 Participate in physical activities that are enjoyable.
   Example: Participate on the school’s demonstration/after school team for jumping rope; record physical activity participation during recess and after school in student activity portfolio.

4.6.2 Interact positively with classmates and friends in physical activities.
   Example: Cooperatively participate in physical activity with friends during physical education class and after school play sessions.

4.6.3 Participate in new and challenging physical activities.
   Example: Traverse the low elements on an adventure education initiative (e.g., balance beam, spider web) in physical education class; learn a new physical activity or sport.

Grade 5

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students continue to achieve maturity with locomotor (traveling actions), nonlocomotor (movement in place) and manipulative (object handling) skills. They begin the process of integrating (putting together) these skills into a variety of individual and small sided team sports and activities that have been adapted to their developmental level.

5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills.
   Example: Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts and tumbling routine).

5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and leadup activities.
   Example: Engage in leadup activities (mini-game applying several skills) requiring manipulative skills (e.g., small-sided soccer game with no goalies; three versus three floor hockey or basketball).

5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.
   Example: Perform rhythmic movement sequences with music (e.g., cooperative jump rope routine with a partner, basketball dribbling routine, line dance).

Standard 2

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

Students demonstrate an understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms. They self assess their skills and those of classmates and discuss methods for improving performance.

5.2.1 Identify movement concepts used to refine movement skills.
   Example: Describe how timing and power improves performance of propelling a gymnasium-type bowling ball at the pins.

5.2.2 Describe and demonstrate critical elements of mature movement patterns.
   Example: Describe the movement of the arm and trunk in accurately throwing a ball overhand at a target.
5.2.3 Critique the performance of a partner by providing feedback to help improve skill.
Example: Observe a classmate (in class, on videotape) kicking a ball at a target and complete a peer evaluation with checklist or rubric.

Standard 3

Physical Activity: Students participate regularly in physical activity.
Students develop a more thorough understanding of the relationship between lifestyle and health. Through observation and analysis, students are able to critique others as they begin to develop an awareness of the physical, mental, social, and emotional importance of physical activity. Students choose to participate in activities during leisure time that will maintain or enhance health-related physical fitness.

5.3.1 Participate in health-enhancing physical activity.
Example: Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.

5.3.2 Recognize the positive effects of participation in leisure time physical activity.
Example: Awareness of mental benefits (e.g., alertness, focus) of physical activity participation; discuss emotional benefits (e.g., joy, acceptance, satisfaction) of being physically active in a game that is personally enjoyable.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.
As their fitness level improves, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how improved fitness is achieved and identify what their age appropriate physical fitness goals should be. Students participate in self- and group-assessment activities.

5.4.1 Establish personal goals to achieve an age appropriate fitness level in all components of health-related physical fitness.
Example: Using the results of a fitness pretest, demonstrate how to set personal fitness goals; using posttest results, determine if goals were achieved.

5.4.2 Demonstrate a healthy level of cardiorespiratory endurance.
Example: Participate in an active game for 30 minutes or more while wearing a pedometer and identify the number of steps range to achieve a healthy level for age/grade.

5.4.3 Demonstrate age appropriate levels of muscular strength and muscular endurance for major muscle groups.
Example: Participate in a developmentally appropriate exercise circuit designed to improve muscular strength and endurance.

5.4.4 Demonstrate a healthy level of flexibility.
Example: Create a warm-up routine to target areas of the body on which the student needs to improve flexibility; practice slow martial arts movements.

5.4.5 Demonstrate a healthy level of body composition.
Example: Measure body fat and calculate body mass index (BMI) to determine if within healthy fitness zone of criterion-referenced fitness assessment.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.
Students begin to show competence for working independently and cooperatively, in pairs and small groups, as they observe, explore, and apply the principles of physical activity in both physical education class and after school. They are willing to work with classmates of varying abilities and interests and are able to apply conflict management skills when needed.
5.5.1 Demonstrate the qualities of a competent and enthusiastic physical activity participant.

Example: Accept loss with a respectful attitude; win gracefully in game situations.

5.5.2 Perform activities safely and follow rules.

Example: Describe appropriate conduct including social behaviors (e.g., wear provided safety equipment, share by moving the ball around to others, take turns when there is limited equipment).

5.5.3 Demonstrate positive attitude towards self and others during physical activity.

Example: Demonstrate a respect for peers of varying skill levels; encourage others, including those on the opposing team, by recognizing their good play.

5.5.4 Resolve conflict in socially acceptable ways.

Example: Discuss rule infraction with a classmate who does not feel he/she was fouled in the game.

5.5.5 Accept partners and teammates regardless of personal differences.

Example: Demonstrate acceptance of other's limitations with positive verbal and nonverbal behavior.

**Standard 6**

*Value of Physical Activity:* Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Students are able to better identify activities they enjoy, as well as those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. Although students can work cooperatively, they identify those classmates with whom they prefer playing or engaging in physical activity. They participate in challenging activities with less intimidation.

5.6.1 Exhibit positive feelings about participation in physical activity.

Example: Celebrate individual success and group accomplishment following the completion of a challenging jump rope routine to music.

5.6.2 Engage in the challenge of new activities.

Example: Develop skills to participate in new games, sports, or rhythmic activities.

5.6.3 Engage in and enjoy independent and interactive physical activity.

Example: Incorporate physical activities with friends and family during leisure time; use fitness-based video games at home; record activity, time, intensity, and social experience in a chart and/or notebook.

5.6.4 Use physical activity as a means of self-expression.

Example: Create and perform a movement sequence with a small group that dramatizes a chapter from a book read in language arts class.

**Grade 6**

**Standard 1**

*Motor Skills and Movement Patterns:* Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
Most sixth grade students have mastered the fundamental movement skills for locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) activities. Motor skills become more complex and are combined to be used in more specific game and performance situations. Students participate in modified and unstructured games and use the fundamental motor skills in these activities while developing more specialized movement skills.

6.1.1 Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills.

Example: Dribble a basketball around objects using both left and right hands with greater accuracy and control.

6.1.2 Demonstrate basic competency in more specialized movement skills related to specific physical activities.

Example: Design and perform a 60 second dance sequence using combinations of locomotor and nonlocomotor skills with changes of direction, force, and level.

Standard 2

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

The student applies and generalizes movement to apply and generalize movement concepts (body awareness, spatial awareness, qualities of movement, relationships) to build greater levels of fitness. Movement skills are now more strategic and students use learned strategies in performance of physical activities.

6.2.1 Identify basic concepts that apply to the movement and sport skills being practiced.

Example: Observe a student throwing a softball different distances using varied trajectories (angles) and amounts of force.

6.2.2 Explain how practicing movement skills improve performance.

Example: Maintain a log of practice attempts for throwing a disc at a target, comparing differences in successful throws from first attempts to last attempts.

6.2.3 Describe basic strategies for offense and defense in simple leadup games.

Example: Mark (guard) another player who is dribbling a soccer ball and attempt to prevent a pass or shot; throw a pass to an open teammate who has eluded the defense in a small-sided football game (e.g., game played on a smaller field with fewer players to allow for more student participation).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Grade six students explore and identify activities they enjoy, meet their interests and needs, and which are within their level of competency. This information is utilized when participating in new activities, choosing movement activities, and setting goals for participation.

6.3.1 Identify and participate in activities that, when done consistently, can contribute to an active lifestyle.

Example: List activities that can increase cardiorespiratory endurance and/or muscular strength and endurance, as well as other components of health-related physical fitness, and participate in a chosen activity at least 5 days per week.

6.3.2 Participate in activities, outside of school, that are health-enhancing and can be continued throughout a lifetime.

Example: Report in a student activity portfolio the participation level in golfing, cycling, or walking with a parent during the weekend (e.g., played nine holes of golf while walking the course, cycling five miles, walking 20 blocks).

6.3.3 Describe the elements of a healthy lifestyle.

Example: Use the FITT (frequency, intensity, type, and time) principle to describe activities that would lead to an active lifestyle.
Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students comprehend the important relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related physical fitness levels (muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance). Students assess their individual levels of fitness and use the results to develop personal goals.

6.4.1 Increase the intensity and duration of an activity while performing locomotor skills.

Example: Keep a record of the heart rate after participation in a physical activity and evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate.

6.4.2 Develop personal goals for each of the health-related physical fitness components.

Example: Set a goal to achieve a healthy fitness level for upper body strength (e.g., pull ups, push ups) or for cardiorespiratory endurance (e.g., 10,000 steps daily using a pedometer).

6.4.3 Measure personal fitness levels in each of the health-related physical fitness components in relation to age.

Example: Participate in a fitness test; record and review the results.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Sixth grade students demonstrate cooperative skills in group activities and identify examples where teamwork is critical to success. They analyze and compare the contributions of different cultures in the development of sport and recreational activities popular today. Students continue to develop an appreciation for individuals who are different and willingly display inclusive behavior in most activities.

6.5.1 Participate in cooperative activities in a leadership or followership role.

Example: Work efficiently and successfully with classmates in a cooperative activity to reach a group goal.

6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.

Example: Refrain from using a tackling maneuver when playing flag football.

6.5.3 Participate in dances and games from various world cultures.

Example: Participate in a German Polka, Tinikling (Philippine dance), Troika (Russian dance), or Takraw (kick volleyball).

6.5.4 Illustrate an appreciation of the accomplishments of all group members in group or team physical activities.

Example: Participate in a follow-up discussion after a cooperative game and express positive contributions of each group member.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Adolescents seek physical activity experiences for group membership and positive social interaction. They pursue opportunities for continued personal growth in physical skills. As their self-esteem and physical skill levels increase, students choose activities that provide excitement, challenge, and healthy competition.

6.6.1 Engage in physical activities as an opportunity to socialize with friends and family.

Example: Participate in an impromptu game of touch football with neighborhood friends.

6.6.2 Participate in challenging activities requiring the utilization of newly acquired skills.

Example: Join a family member or friend in tennis, orienteering, or canoeing.
Identify the social, emotional, and physical benefits of participation in physical activities.

Example: Write a paragraph, create a power point, or videotape a testimonial about how it feels to successfully master a new physical skill; identify the skills learned from participating in a new physical activity; and/or describe games or sports that can provide opportunities for individuals of all skill levels to participate.

Learning Domain Objectives

Psychomotor

Standard 1: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 3: Students participate regularly in physical activity.
Standard 4: Students achieve and maintain a health-enhancing level of physical fitness.

Performance Objective: The students will demonstrate the locomotor skills by performing each one down the court once without missing a skill cue.

Cognitive

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

Performance Objective: The students will demonstrate an understanding of each locomotor skill cue by successfully completing a written test with 75% accuracy.

Affective

Standard 5: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Performance Objective: The students will practice the safest strategies while working in groups 100% of the time.
Fundamental Movements

Locomotor Skills:

Walking- when each foot moves alternately, with one foot always touching the ground or floor.

   Instructional Cues:
   1. Head up, eyes forward.
   2. Point toes straight ahead.
   3. Nice, easy, relaxed arm swing.
   4. Walk quietly.
   5. Hold tummy in, chest up.
   6. Push off from the floor with the toes.

Running- in contrast to walking, running is moving so fast that both feet briefly leave the ground.

   Instructional Cues:
   1. Run on the balls of the feet when sprinting.
   2. Head up, eyes forward.
   3. Bend your knees.
   4. Relax your upper body and swing the arms forward and backward, not sideways.
   5. Breathe naturally.

Leaping- an elongated step used to cover distance or move over low obstacles.

   Instructional Cues:
   1. Push off and reach.
   2. Up and over, landing lightly.
   3. Use your arms to help you gain height.

Jumping- this movement requires taking off with both feet and landing on both feet.

   Instructional Cues:
1. Swing your arms forward as fast as possible.
2. Bend your knees.
3. On your toes.
4. Land lightly with bent knees.
5. Jump up and try to touch the ceiling.

**Hopping** - this movement involves propelling the body up and down on one foot.

Instructional Cues:
1. Hop with good forward motion.
2. Stay on your toes.
3. Use your arms for balance.
4. Reach for the sky when you hop.
5. Land lightly.

**Galloping** - Galloping is similar to sliding, but the body is facing forward. One foot leads and the other moves rapidly forward to it.

Instructional Cues:
1. Keep one foot in front of the other.
2. Now lead with the other foot.
3. Make high gallops.

**Sliding** - Sliding is similar to galloping but it is done with the body moving sideways in a 1-count movement.

Instructional Cues:
1. Move sideways.
2. Do not bounce.
3. Slide your feet.

**Skipping** - a series of step-hops done with alternate feet.

Instructional Cues:
1. Step-hop.
2. Swing your arms.
3. Skip smoothly.
4. On your toes.

**Manipulative Skills**

*Throwing (overhand)* - throwing occurs when an object is thrust into space and accelerated using arm movement and total body coordination to generate force. During the overhand throw, velocity, not accuracy, is the primary goal in developing mature patterns characterized by a full range of motion and speed.

**Stress Points:**

1. Stand with the non-throwing side of the body facing the target. The throwing arm side of the body is away from the target.
2. Step toward the target with the leg opposite the throwing arm.
3. Rotate hips as the throwing arm moves forward.
4. Bend the arm at the elbow. The elbow leads the forward movement of the arm.
5. Body weight remains on the rear foot (away from the target) during early phases of the throw. Just before moving the arm forward, shift weight from the rear leg to the forward leg (nearer the target).

*Catching* - using the hands to stop and control a moving object.

**Stress Points:**

1. Maintain visual contact with the projectile.
2. Reach for the projectile and absorb its force by bringing the hands into the body.
3. Place the feet in a stride position rather than a straddle position. A fast moving object can cause a loss of balance if feet are in the straddle position.
4. Align the body with the object rather than reaching to the side of the body to make the catch.

*Kicking* - a striking action made with the feet.

**Stress Points for kicking a soccer ball on the ground into the air:**
1. Students need to step forward with the non-kicking leg. Have them stand behind and slightly to the side of the ball. Keep the eyes on the ball (head down) throughout the kick.

2. Practice kicking with both feet.

3. Use objects that will not hurt children.

4. Encourage kickers to move their leg backward in preparing for the kick.

5. Arms move in opposition to the legs during the kick.

6. After children develop kick speed and velocity, focus on altering the force of the kick.

**Striking**- hitting an object with and implement.

Stress points:

1. Track the ball as soon as possible, and keep tracking until it is hit.

2. Grip the bat with the hands together. Strong hand is on the top of the grip above the other hand.

3. Keep the elbows away from the body. Emphasis is on making a large swing and extending the elbows as the ball is hit.

4. Swing the bat in horizontal (parallel to the ground) plane. Beginners tend to strike downward in a chopping motion.

**Fundamental Movement Lesson Plan Activities**

“Whistle Mixer”

**Skills: All basic locomotor movements**

Children are scattered throughout the area. To begin, they walk around in any direction they wish. A whistle is blown a number of times in succession with short, sharp blasts. Children then form small groups with the number in each group equal to the number of whistle blasts. If there are four blasts, children form groups of four-no more, no less. When players have the correct number, they sit down immediately to signal that no one may leave the group and no one may enter the group. The goal is not to be left out or caught in a circle with the incorrect number of students. Encourage players to move toward the center of the area and raise their hands to facilitate finding others without a group. After the circles are formed, the teacher calls “walk” and the game continues. In walking, children should move different directions. Add run, leap, hop, jump, gallop, slide, and skip.
“Teacher Ball”

Skills: Throwing and Catching

One child is the teacher or leader and stands about 10 ft in front of three other students, who are lined up facing him/her. The object of the game is to move up to the teacher’s spot by avoiding making bad throws or missing catches. The teacher throws to each child in turn, beginning with the child on the left, who must catch and return the ball. Any child making a throwing or catching error goes to the end of the line, on the teacher’s right. Thus in the line move up, filling the vacated space. If the teacher makes a mistake, they must go to the end of the line and the student at the head of the line becomes the teacher. The teacher scores a point by remaining in position for three rounds (three throws to each child). After scoring a point, the teacher takes a position at the end of the line and another child becomes the teacher.

Subject Areas

*Art

*Geography/Social Studies

“Continent Adventure”

Skills: Locomotor Movements

Place the continents along the basketball boundaries of the gymnasium. Inside the basketball court place more than enough polyspots for each one of the students. The students are given directions to stay inside of the court moving safely away from the slippery pieces of paper on the outside line. Also instruct them to move without bumping or pushing each other. Review the continents on the world map. Instruct the students to move the way the teacher directs when the music is playing. When the music stops find a polyspot. The teacher asks a question or states a fact about one of the seven continents. (i.e. On which continent do we live?) After the Question, students will walk to find the continent on the boundary line and point to it. They have a time limit and no more than two people can point to the same continent at one time. The teacher counts down from fifteen and students must be pointing at the continent at the end of this time. Ask the students to identify the color continent to which they are pointing. Assess their responses. If there are incorrect responses, discuss the correct answer and continue with another locomotor movement to music.

Sample questions:

What continent is the farthest south and has really cold temperatures?
What continent is home to the Koala bear? The kangaroo? The Platypus?
What continent has the largest land area?
What continent is home to the countries of Spain, France, and Italy?
Alter the questions in conjunction with what is taught at each grade level. Vary the music and the type of skill to include walking, running, jumping, hopping, skipping, galloping, leaping, and crawling.

“Striking Zone”

Skills: Striking with body parts

Prior to students arriving post the enlarged maps around the gym area that the students created in advance. Randomly assign a pair of students a map to work with. Give each pair of students one small ball to use for striking.

On the teachers signal, each student will use their hand or a paddle to strike the ball in different ways towards the wall (use the right and the left hand if not using the paddle). When the ball hits a state, the students are asked to recite the capitol of that state. Students are not to hit the ball continuously. They should catch the ball after they hit it. If they do not know the capitol or the state, their partner can help them.

Each student is to alternate with their partner. The teacher can specify to hit the ball to a high level; or to a low level; to the right, or to the left; with the right hand, left hand, backwards, under a body part; in the center of the state; or anywhere allowing for different patterns of striking. This activity would work well as a station during a striking "unit".

*Health

“Recycling Relay”

Skills: Locomotor Movements

Have students spread out in the general space. Place the 3 labeled trash cans (labeled paper, plastic and aluminum) at different locations around the playing area. Make each sign a different color for students who cannot read. Mix up the trash and spread it out all around the playing area and the three cans. Remind students what it means to recycle and why it is important. Show examples of each type of trash that can be recycled and explain the recycling containers to them. When the teacher says go the students are to pick up any piece of trash and place it in the correct labeled trash can by traveling using the locomotor skill that the teacher calls out. The teacher can vary the locomotor skills by using different directions (forward, backward, sideways), different levels (high, medium, and low) and different pathways for the students to travel (i.e., the teacher may instruct the students to jump at a medium level backwards as they travel in a straight pathway).

“Rescue 911”

Skills: Cooperation, motor and physical fitness
Form two equal teams and have them sit behind a restraining line. Have them imagine they are in a burning house. Each team has two or three rescuers who each have a carpet square. The rescuers are standing on the fire safe spot, the gym mats on the opposite side of the activity area. On the command, Rescue 911, the rescuers run to the burning house and rescue each person one by one. The rescuer must pull the victim to safety. "Victims" must remain sitting or kneeling on the carpet square throughout the entire rescue. This continues until everyone on the team is rescued.

If need be rescuers may work together to pull the victim to safety. This continues until everyone is rescued. No one ever worries about which team wins. The true fun is getting your turn to rescue. By the time everyone has had a turn to rescue everyone has had a good work out.

*History*

“Ball and Triangle Game”

Skills: Hand-eye coordination

Show students a picture of the Ball and Triangle Game the Penobscot Indian children in New England often played. Children fashioned the toy from a triangle-shaped piece of bark from a birch tree. Students can use cardboard in place of birch bark. Cut the cardboard into triangle shapes approximately 8 inches long on each side. Cut a hole in the center of the cardboard; the hole should be about the size of a silver dollar. Poke a small hole in one corner of the triangle and tie an 18-inch-long piece of string through the hole.

Fashion from a piece of modeling clay a small ball about the size of a medium-size gumball. Wrap the other end of the string around the ball -- tightly, but not too tightly -- and knot. Let the clay ball harden. (Note: For young students, you may want to provide small rubber balls, Silly Putty, or other soft balls.)

Children hold the triangle and try to swing the ball upward so that it drops through the hole in the triangle.

Keep score by passing a bean to students each time the ball drops through the hole. The students with the most beans at the end of the game are the winners.

*Language Arts*

“Pass and Rhyme”

Skills: Throwing and Catching

Students will be divided into groups of 3 with one ball for each group. Students will practice throwing and catching different ways (rolling from a sitting and standing position, bouncing from different positions and throwing and catching), while naming off words that rhyme with the word that they draw from a stack of cards. If they can’t name any more rhyming words they draw a new card and continue.
Some common rhyming words to start with:
- Ball
- Cat
- House
- Mice

“Hands and Feet of Many Colors”

Skills: locomotor movements and balance

- Set-up consists of randomly spreading out the hand and feet rubber markers/spots.
- When the students arrive, throw the Colors Dice and call out "foot." Students need to find a foot marker/spot of the color rolled and place their feet on that foot marker. Emphasize that more than one student can share the marker. Throw the dice again and call out "hand". Students find the hand of the same color rolled and place their hand on that marker/spot. Play several rounds with single color/body part emphasizing that more than one student can share a marker/spot.
- For the next round, tell students that you will call out two body parts, i.e. hand-foot, foot-foot. After the color is identified by the roll of the dice, they will need to find two different markers/spots of that same color to place their two body parts. For example, if you call out hand-foot and the yellow is rolled, students need to place a hand on a yellow hand marker/spot and a foot on a yellow foot marker/spot.
- Continue to emphasize the sharing of the markers/spots. Also tell students that they can move the markers/spots by sliding them on the floor in order to complete the task. No markers can be picked up - only slid on the floor.
- The game progresses - two body parts - and the dice is rolled twice. An example is hand with a roll of the dice being purple and the second hand with a roll of the dice being red.
- The game keeps evolving until all four body parts - two feet and two hands are used with four rolls of the dice. I ask the students to wait until all four directions are given before they go to their markers/spots. This builds their memory skills as they have to remember all four color-body combinations. At this level of play, a lot of teamwork takes place as students work with one another to figure out how to get all four of their body parts on the four different markers/spots. It looks like a cooperative form of Twister!

*Mathematics

“Getting Into Shape”

Skills: Throwing
Begin by reviewing the following concepts about shapes. Review the concept of sides and corners as they are found in shapes. Hold up cut outs of squares, triangles, and rectangles and show students the straight lines that are found in these shapes. Show them where the lines meet and explain that this is called the corner of a shape. Have students count the lines and corners of the shapes out loud. Use a circle as a non-example. Show students that circles have no straight lines and therefore no corners. Use examples from everyday life. Have students stand up and look at their desks. Have each student point to the sides and corners of their desk. Have them count the sides of the desk and ask them which shape has four equal sides? Use an oblong table to demonstrate the difference between a rectangle and square. Introduce pentagons, hexagons and octagons by showing cutouts to the class. Have students count their sides and corners.

Pair students with a partner. Set up the following stations so that students are not waiting in line and are moving systematically to each center:

Shape toss ---- Draw and color the shapes on a large piece of poster board. Tape the poster at student’s eye level to a wall and place a piece of masking tape approximately six feet away from the poster. Students will each have a turn throwing three bean bags at the shapes. Each shapes value is determined by the number of sides that it has. For example, a square would be worth four points; a circle would be worth zero points, etc. While one student throws, the other student draws a picture of the shape that their partner hits and writes the number of sides in the center of the shape. After the third toss, the students can add up the points and then count the sides of all of the shapes involved to check their answers. Each partner gets a turn. Record scores on a team scorecard.

Horseshoe Shape Toss --- Print from a computer or draw the shapes onto thick cardboard. Tape or tack the shapes onto a styrofoam panel used for installation and available at most hardware stores. Insert pencils into the foam at the corners of each shape. The pencils represent the points of each line segment. Intersperse these with circles with no pegs. Students may toss three rings each. Similar to the shape toss above, a student receives points according to which pegs and shapes their rings land on. A ring that landed on a peg belonging to the square would be worth four points. A ring landing on a peg connected to a hexagon would be worth six points, etc. The partner records the scores as directed above by drawing the shape and recording the number of line segments. The team tallies their scores, and writes the sum on their scorecard.

Shape Relay Race ---The teacher should have large cutouts of circles to represent the points of each of the shapes. These cutouts should be color coded (points for the square in blue, for the rectangle in green, etc.) and numbered 1, 2, 3, etc. The cutouts should be taped in different corners of the room to form the shape. Students may or may not be able to guess what shape they are forming by looking at the points, but tell them before hand not to yell out their guesses. Tell them to wait until after the activity to see if they are correct or incorrect. Assign students to a group according to how many points each shape needs (You will need four members for the square, three for the triangle, etc.). Assign each member a number that represents a point on the shape and have that member stand on that shape. Tape the end of a streamer roll at point one in the shape. Tell the students that they will be running in a relay marathon and at the end of the marathon they will form a shape that they will be able to recognize and name. At the signal go, the first player runs to the second point and allows the streamer to unravel behind him. At the second point, this player hands the streamer to the student on point two, but continues to hold his part of the streamer. The streamer should be passed to each point and returned to player number one. At the end of the race, tape the streamer to the points and cut and tape the
streamer at point one. Have students stand back and tell what shape they have formed. Ask them how they know the name of the shape? (By counting its points and/or sides).

“Exploring Shapes”

Skills: Jumping and landing and shape formation

Have the students take their individual jump ropes to a good self space in the playing area. Ask the students make specific shapes with their ropes (i.e., circles, triangles, squares, rectangles).

Discuss the corners and sides and the lengths and widths of the shapes they made. Have the students jump in and out of their shapes exploring all the different jumping and landing patterns and at the same time they can explore all the sides and corners of their shapes. Have them jump over and around their shapes as many ways as they can.

Explore and learn about other shapes by having your students visit their classmate’s shapes. To do this have them travel throughout the work space and when they come to a shape they need to yell out what shape they have encountered and then they must move over the shape in a safe manner.

*Music

“Note Bowling”

Skills: Underhand throwing

Rules of note bowling are the same as regular bowling, the only difference is the scoring. Each pin will have a note value marked on it and it is worth the number of beats that that note gets. For example, if the pin with the whole note on it is knocked down the bowler gets 4 points. What notes you use are up to you, it just depends on what the students know and are working on.

“Shoot the Whole Notes”

Skills: Underhand throwing

Students are placed in groups of three with eight hula hoops per group. Hoops can be arranged in various ways depending on the throwing ability of the students. This activity is played and scored similarly to the arcade game of skee ball. Possible arrangements for the hoops include from top to bottom, in a straight line with the quarter notes placed in the closest hoop (bottom) to throw to, while whole notes are placed in the hardest hoops (top) to throw to. Other hoop arrangements include left to right, diagonals, varying distances between the hoops and varying note combinations (mix up the note values). All teams should have a boundary or line that they have to stand behind and throw. Teammates take turns throwing the balls into the hoops until all of the balls have been thrown. One person from each team must collect his/her team balls while another person from the same team keeps track of each ball in each hoop and what kind of note value (score) they receive. Students then add up the values of all of the notes and this is their total for that round. Usually several rounds can be played in one class period. Students will eventually learn to shoot for the whole note in order to gain a higher score for their team.
*Science*

“Stretching Muscles Properly”

Skills: Knowledge about reasons for stretching

Give each of your students a piece of cold taffy or tootsie roll (you can put in refrigerator if you want). Ask the students to try to stretch the taffy. They won't be able to because it is cold.

Next have the students move in general space holding the piece of taffy in their hand. After moving for about 5 minutes ask them to stretch the taffy. They should be able to because it is now warm so it is easier to stretch.

Explain that is the same principal for appropriately stretching their muscles. That is why we move first when we come to gym class.

“Invertebrate Dribbling”

Skills: Dribbling with hands

Search for at least five examples of the four major types of invertebrates (mollusks, arthropods, echinoderms, and annelids). Write those examples on index cards, making one set for each group of 3-4 students. Probably a good idea to laminate these.

Have students begin in small groups of 3-4 in their self space at one end of the gym. Spread the card sets out in front of each group at the opposite end of the gym. Have each group select the type of ball they prefer to dribble (i.e., playground ball, smaller sized basketball, etc.). On the teachers signal, 1-2 members of each group dribble to an index card, pick up the card, and dribble back to their group.

The group sorts the cards by type of invertebrate while the other group members take their turn dribbling to pick up the remaining cards. When all cards have been collected, the groups can put them in alphabetical order. While the students are dribbling the teacher calls out various levels and pathways for the students to dribble on. Students can dribble with the right and left hands and in different directions. Alternative ways to dribble could be written on the back of the invertebrate cards, if the teacher prefers not to call them out.

“Free Radicals Attack”

Skills: Kicking

This game is similar to "Monkey in the Middle." Select 5-6 students (Free Radicals) to start without a soccer ball (electron). Everyone else (stable molecule) will have a ball (electron). As the molecules move throughout the space with their electron, the free radicals try to stabilize themselves by stealing (simply touching the ball with their feet) the electron. When they do, they become a stable molecule and the student who loses their electron becomes a free radical.

The object of the game (learning) occurs when the connection is made about too many free radicals or extra antioxidants. The students need to play each way and then have them make the determination of what is happening in the body when there are more or less of the free radicals (antioxidants.) Elaborate on these topics, depending on your classes' level of comprehension.
Assessment

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<tr>
<th>Skill</th>
<th>Equipment</th>
<th>Directions</th>
<th>Performance Criteria</th>
<th>1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>RUN</td>
<td>50 feet of clear space, colored tape, chalk or other marking device</td>
<td>Mark off two lines 50 feet apart</td>
<td>1. Brief period where both feet are off the ground</td>
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<tr>
<td></td>
<td></td>
<td>Instruct student to &quot;run fast&quot; from one line to the other</td>
<td>2. Arms in opposition to legs, elbows bent</td>
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<td>3. Foot placement near or on a line (not flat footed)</td>
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<td>4. Nonsupport leg bent approximately 90 degrees (close to buttocks)</td>
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<tr>
<td>GALLOP</td>
<td>A minimum of 30 feet of clear space</td>
<td>Mark off two lines 30 feet apart</td>
<td>1. A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot</td>
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<tr>
<td></td>
<td></td>
<td>Tell student to gallop from one line to the other three times</td>
<td>2. Brief period where both feet are off the ground</td>
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<tr>
<td></td>
<td></td>
<td>Tell student to gallop leading with one foot and then the other</td>
<td>3. Arms bent and lifted to waist level</td>
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<td>4. Able to lead with the right and left foot</td>
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<tr>
<td>HOP</td>
<td>A minimum of 15 feet of clear space</td>
<td>Ask student to hop 3 times, first on one foot and then on the other</td>
<td>1. Foot of nonsupport leg is bent and carried in back of the body</td>
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<td>2. Nonsupport leg swings in pendular fashion to produce force</td>
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<td>3. Arms bent at elbows and swing forward on take off</td>
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<td>4. Able to hop on the right and left foot</td>
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<tr>
<td>LEAP</td>
<td>A minimum of 30 feet of clear space</td>
<td>Ask student to leap</td>
<td>1. Take off on one foot and land on the opposite foot</td>
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<td></td>
<td>Tell him/her to take large steps leaping from one foot to the other</td>
<td>2. A period where both feet are off the ground (longer than running)</td>
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<td>3. Forward reach with arm opposite the lead foot</td>
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<tr>
<td>HORIZONTAL JUMP</td>
<td>10 feet of clear space, tape or other marking devices</td>
<td>Mark off a starting line on the floor, mat, or carpet</td>
<td>1. Preparatory movement includes flexion of both knees with arms extended behind the body</td>
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<td>Have the student start behind the line</td>
<td>2. Arms extend forcefully forward and upward, reaching full extension above head</td>
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<td>Tell the student to &quot;jump far&quot;</td>
<td>3. Take off and land on both feet simultaneously</td>
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<td>4. Arms are brought downward during landing</td>
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# LOCOMOTOR SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Equipment</th>
<th>Directions</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKIP</td>
<td>A minimum of 30 feet of clear space, marking device</td>
<td>Mark off two lines 30 feet apart. Tell the student to skip from one line to the other three times.</td>
<td>1. A rhythmical repetition of the step-hop on alternate feet. 2. Foot of non-support leg carried near surface during hop. 3. Arms alternately moving in opposition to legs at about waist level.</td>
</tr>
<tr>
<td>SLIDE</td>
<td>A minimum of 30 feet of clear space, colored tape or other marking device</td>
<td>Mark off two lines 30 feet apart. Tell the student to slide from one line to the other three times facing the same direction.</td>
<td>1. Body turned sideways to desired direction of travel. 2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot. 3. A short period where both feet are off the floor. 4. Able to slide to the right and to the left side.</td>
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## LOCOMOTOR SKILLS SUBTEST SCORE

## OBJECT CONTROL SKILLS

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<th>Skill</th>
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<tbody>
<tr>
<td>TWO-HAND STRIKE</td>
<td>4-6 inch light-weight ball, plastic bat</td>
<td>Toss the ball softly to the student at about waist level. Tell the student to hit the ball hard. Only count those tosses that are between the student’s waist and shoulders.</td>
<td>1. Dominate hand grips bat above nondominant hand. 2. Nondominant side of body faces the thrower (feet parallel). 3. Hip and spine rotation. 4. Weight is transferred by stepping with front foot.</td>
</tr>
<tr>
<td>STATIONARY BOUNCE</td>
<td>8-10 inch playground ball, hard, flat surface (floor, pavement)</td>
<td>Tell the student to bounce the ball three times using one hand. Make sure the ball is not underinflated. Repeat 3 separate trials.</td>
<td>1. Contact ball with one hand at about hip height. 2. Pushes ball with fingers (not a slap). 3. Ball contacts floor in front of (or to the outside of) foot on the side of the hand being used.</td>
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## OBJECT CONTROL SKILLS

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<tr>
<td>CATCH</td>
<td>6-8 inch sponge ball, 15 feet of clear space, tape or other marking device</td>
<td>Mark off 2 lines 15 feet apart. Student stands on one line and the tosser on the other. Toss the ball underhand directly to student with a slight arc and tell him/her to “catch it with your hands.” Only count those tosses that are between student’s shoulders and waist.</td>
<td>1. Preparation phase where elbows are flexed and hands are in front of body</td>
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<td>2. Arms extend in preparation for ball contact</td>
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<td>3. Ball is caught and controlled by hands only</td>
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<td>4. Elbows bend to absorb force</td>
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<tr>
<td>KICK</td>
<td>8-10 inch plastic or slightly deflated playground ball, 30 feet of clear space, tape or other marking device</td>
<td>Mark off one line 30 feet away from a wall and one that is 20 feet from the wall. Place the ball on the line nearest the wall and tell the student to stand on the other line. Tell the student to kick the ball “hard” toward the wall.</td>
<td>1. Rapid continuous approach to the ball</td>
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<td>2. The truck is inclined backward during ball contact</td>
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<td>3. Forward swing of the arm opposite kicking leg</td>
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<td>4. Following-through by hopping on nonkicking foot</td>
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<tr>
<td>OVERHAND THROW</td>
<td>3 tennis balls, a wall, 25 feet of clear space</td>
<td>Tell student to throw the ball “hard” at the wall</td>
<td>1. A downward arc of the throwing arm initiates the windup</td>
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<td>2. Rotation of hip and shoulder to a point where the nondominant side faces an imaginary target</td>
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<td>3. Weight is transferred by stepping with the foot opposite the throwing hand</td>
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<td>4. Following-through beyond ball release diagonally across body toward side opposite throwing arm</td>
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</tbody>
</table>

## OBJECT CONTROL SKILLS SUBTEST SCORE

![pro-ed](image-url)
References


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