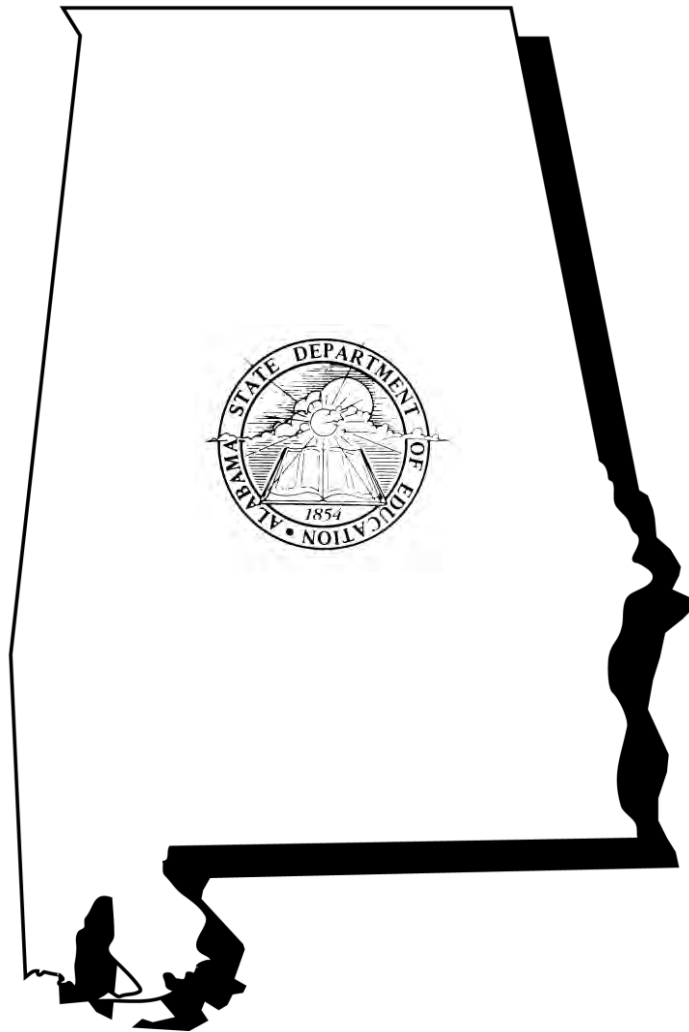


# Alabama Course of Study

## Physical Education



**Joseph B. Morton**  
**State Superintendent of Education**  
**ALABAMA DEPARTMENT OF EDUCATION**

**STATE SUPERINTENDENT  
OF EDUCATION'S MESSAGE**

Dear Educator:

Physical education is an essential component of the educational preparation of Alabama students. Strong evidence demonstrates that the physical fitness and health status of children and youth are substantially enhanced by frequent physical activity. Regular physical activity is associated with a healthier, longer life and a lower risk of heart disease, high blood pressure, diabetes, obesity, and some cancers.

According to the Centers for Disease Control and Prevention, the number of obese children ages 6-11 has more than doubled in the past 20 years. In 2007, Alabama ranked in the bottom third of states regarding childhood obesity. These facts reinforce the need for students to become informed regarding health issues and to become more physically active. Content included in this course of study contains a sequence of standards that addresses both of these needs.

The 2009 *Alabama Course of Study: Physical Education* serves as the foundation for the development of physical education programs that can improve and enhance the quality of life for Alabama students. By participating in developmentally appropriate practices outlined in this course of study, students learn health-enhancing and appropriate interactive behaviors while experiencing positive outcomes in motor skill development. This document provides the base upon which local school systems design programs to ensure quality physical education experiences for all Alabama students.

**JOSEPH B. MORTON**  
State Superintendent of Education

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# Alabama Course of Study: Physical Education

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## Preface

The 2009 *Alabama Course of Study: Physical Education* provides the framework for the physical education program in Alabama's public schools. Content standards and related content included in bullets in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4). They are fundamental and specific but not exhaustive. In developing local curriculum plans, school systems should include additional content standards to reflect local philosophies and add implementation guidelines, resources, and activities; which, by design, are not contained in this document.

The 2008-2009 Physical Education State Course of Study Subcommittee extensively used the document, *Moving into the Future: National Standards for Physical Education*. In addition, Subcommittee members attended state, regional, and national conferences; read articles in professional journals and other publications; reviewed similar curriculum documents from other states; researched the Internet; listened to and read statements from interested individuals and groups throughout the state; responded to suggestions from outside reviewers from Alabama's postsecondary institutions; used each member's academic and experiential knowledge; and discussed issues among themselves and with colleagues. Finally, the Subcommittee reached consensus and developed what it believes to be the best possible physical education curriculum for Alabama's K-12 students.

# Acknowledgments

This document was developed by the Physical Education State Course of Study Subcommittee of the 2008-2009 Health Education and Physical Education State Courses of Study Committee and Task Force composed of early childhood, intermediate, middle school, high school, and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began work in March 2008 and submitted the document to the Alabama State Board of Education for adoption at the April 2009 meeting.

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# Alabama's Physical Education Curriculum

## General Introduction

The 2009 *Alabama Course of Study: Physical Education* provides the framework for the Grades K-12 physical education program in Alabama's public schools. Content standards within this document affirm the importance of skill, cognitive, and social development and physical activity and health. Alabama's program focuses on both student participation and student learning for mastery of the content standards within this document.

The overall goal of Alabama's K-12 physical education program is to assist each student to achieve excellence in physical education. The *Alabama Course of Study: Physical Education* identifies the minimum required content students must know by the end of each grade level or course. This document is based upon current knowledge and research regarding developmentally appropriate practices, outcomes, and objectives. It provides local educators guidance for designing quality physical education programs consisting of a strong curriculum supported by positive learning opportunities in which all students become physically educated and active for a lifetime.

The National Association for Sport and Physical Education (NASPE) has established broad national standards for superior physical education programs. These standards provide the framework for comprehensive physical education programs and identify what students should know and be able to do as a result of participation in a sound physical education program. The NASPE standards were carefully considered in developing the content standards within this document that define the physical education curriculum for each K-8 grade level, the required Lifelong Individualized Fitness Education (LIFE) high school course, and the high school elective courses.

The health status of Alabama citizens is directly related to the healthy behaviors and practices of its children. National statistics provide a clear indication that the prevalence of obese children has reached alarming proportions. Therefore, Alabama schools have a responsibility to provide quality physical education programs for Grades K-12 students that allow them to acquire the knowledge and skills necessary to maintain healthy lifestyles that contribute to a better quality of life. Positive health and wellness habits established during childhood and adolescence are vital to the health and wellness of adults and, therefore, must be addressed within the school curriculum.

# Alabama's K-12 Physical Education Program

## Conceptual Framework

The overall goal of Alabama's K-12 physical education curriculum, represented on the banner at the top of the conceptual framework graphic on page four, is for each student to achieve **excellence in physical education**. Skill, knowledge, and social development, as well as physical activity and health, are essential for attaining excellence in physical education. Content standards in this document define the minimum required physical education knowledge, skills, and applications for each grade and course. This Grades K-12 program is based on achieving excellence through a quality sequence of instruction.

Content standards contained in the 2009 *Alabama Course of Study: Physical Education* are organized into four strands—**Skill Development, Cognitive Development, Social Development, and Physical Activity and Health**. These four strands, the fundamental components necessary for achieving the goal of excellence in physical education, are depicted on the stairs that lead to student mastery of the program goal. They are aligned with the six National Association for Sport and Physical Education (NASPE) standards.\* The relationship between each of the strands and the NASPE standards are discussed in each of the following four sections.

### Skill Development

The skill development strand is aligned with the NASPE standard one. This standard states that the student “*demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.*” This standard encompasses the following tenets.

- Movement ability is an essential prerequisite to seeking and obtaining fitness through participation in a broad range of physical activities.
- Persons who are unskilled tend to avoid participation in physical activity, thereby impairing their ability to obtain beneficial effects of physical activity.
- Children equipped with skills to participate in a variety of physical activities are essential to the public health goal of promoting a lifetime of physical activity.
- Active physical participation for every child is essential.
- Sequential, developmentally appropriate movement skills are essential.
- Children of all abilities should be provided with a foundation of movement experiences that lead to an active and healthy lifestyle.

\*Reprinted from *Moving into the Future: National Standards for Physical Education* (2004) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, Virginia 20191-1599.



## Cognitive Development

The cognitive development strand is aligned with the NASPE standard two. The standard states that the student “*demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.*” This standard addresses the following tenets.

- Knowledge of the effects of physical activity and inactivity, how to prevent and care for activity-related injuries, and how to control the body in space contributes to an individual’s motivation to be active and to manage movement safely and effectively.
- Children prepared to systematically plan and execute the right kinds and amounts of physical activity are essential to the public health goal of promoting lifetime physical activity.

## Social Development

The social development strand is aligned with the NASPE standards five and six. These standards state that the student “*exhibits responsible personal and social behavior that respects self and others in physical activity settings*” and “*values physical activity for health, enjoyment, challenge, self-expression, and social interaction.*” Tenets addressed by these standards include those located below.

- Physical education, though not alone in the responsibility to foster positive personal and social attitudes such as cooperation, self concept, responsibility, and best effort, provides a unique setting in which children learn these key life skills and incorporate them into their daily lives.
- Participation in physical education enhances the development of problem-solving skills through individual, small-group, and large-group activities.

## Physical Activity and Health

The physical activity and health strand is aligned with the NASPE standards three and four, which state that a student “*participates regularly in physical activity*” and “*achieves and maintains a health-enhancing level of physical fitness.*” Tenets supporting these standards are the following.

- Development of fitness, especially aerobic capacity and strength of the low back and abdominal area, is essential to lowering the risk of disease and health care costs both now and in the future.
- Physical activity leads to physical fitness; therefore, it is reasonable to assume that physically active or fit children are more likely to become physically active or fit adults.

# Conceptual Framework



# Position Statements

## Program Purpose

Developmentally appropriate physical education programs are designed for all students, including those who are physically gifted and those who are physically or mentally challenged. The program goal is to provide students of all abilities and interests with a foundation of movement experiences that eventually lead to active and healthy lifestyles.

## Quality Physical Education Program

A quality physical education program is important because it provides learning experiences that meet the developmental needs of youth, helping to improve mental alertness, academic performance, readiness to learn, and enthusiasm for learning. Components of a quality physical education program include:

- Instruction provided by a certified physical education specialist;
- Provision of adequate equipment and facilities;
- Developmentally appropriate and sequentially aligned instruction;
- Instruction centered on skill, cognitive, and social development;
- Inclusion of all students;
- Sufficient practice opportunities for class activities;
- Standards-driven lessons that facilitate student learning;
- Physical activity for student benefit, never for punishment; and
- Assessment for monitoring and reinforcing student learning.

## Physically Educated Persons

To pursue a lifetime of healthful physical activity, a physically educated person:

- Possesses the skills necessary to engage in a variety of physical activities,
- Demonstrates physical fitness,
- Participates regularly in physical activity,
- Recognizes the implications and benefits of participation in physical activities, and
- Considers physical activity an important component of a healthful lifestyle.

## Physically Active Students

Research shows that healthy, physically active students are better learners. Participation in physical activity reduces the risk of heart disease, stress, and depression; improves physical fitness; and may increase the likelihood of a more active lifestyle. Daily participation in a quality physical education program provides health-related benefits that enable students to enhance cognitive ability.

## Recess Time

Recess time provides unstructured play opportunities that allow children to engage in physical activity, whereas the physical education program provides sequential instruction to enhance the development of motor skills, movement concepts, and physical fitness. It is recommended that both recess time and physical education be included in the daily elementary school curriculum. However, recess time should not replace, interfere with, or be scheduled before or after physical education instruction.

During recess, adequate and safe spaces and facilities should be provided in order for all students to be physically active at the same time. Recess should be properly supervised by certified personnel following a recommended student-teacher ratio. In addition, medical and parental concerns for limited or restricted physical activity should also be applied to recess.

## Assessment

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

Another consideration regarding assessment involves the wearing of prescribed clothing for physical education activities. While such apparel is important during physical activity, it should not be a major factor in determining student grades. A final point involving assessment addresses the utilization of results of physical fitness tests. These tests help students gain knowledge of their physical capabilities and are not intended to be used as formal assessment tools for assigning numerical or letter grades.

## Lifetime Learners

Physical education is designed to guide individuals in becoming physically active lifetime learners. Alabama's students live in a world of rapid change. Tomorrow's physical activities may look quite different from those of today. A developmentally and instructionally appropriate physical education program is derived from research, curricular development, interdisciplinary integration, technological advances, and multiple assessment tools. Instructional methodology provides for the success of all students by providing a safe, inclusive, and progressive learning environment.

## Administrative Support

Supportive administrators value innovative ideas and view the physical education program as an essential part of the total school curriculum. They hold all physical education teachers accountable for providing a quality program. Adequate funding, appropriate professional development opportunities, and equitable classroom conditions must be provided through local boards of education to ensure all Alabama students receive quality physical education programs.

# Directions for Interpreting the Minimum Required Content

1. **CONTENT STANDARDS** are statements that define what students should know and be able to do at the conclusion of a course or grade. Content standards in this document contain minimum required content. The order in which standards are listed within a course or grade is not intended to convey a sequence for instruction. Each content standard completes the phrase “*Students will.*”

*Students will:*

Demonstrate the nonlocomotor skills of bending, stretching, twisting, turning, rocking, and swaying.

(Kindergarten – Content Standard 3)

2. **BULLETS** denote content related to the standards and required for instruction. Bulleted content is listed under a standard and identifies additional minimum required content.

*Students will:*

Identify possible injuries resulting from improper exercise routines.

- Demonstrating proper warm-up and cool-down techniques

(Sixth Grade – Content Standard 12)

3. **EXAMPLES** clarify certain components of content standards or bullets. They are illustrative but not exhaustive.

*Students will:*

Utilize rules and strategies for safe game play and selected lifetime activities.

Example: organizing teams for modified games

(Lifelong Individualized Fitness Education – Content Standard 3)

# KINDERGARTEN – SECOND GRADE OVERVIEW

The Grades K-2 physical education program establishes the foundation for the entire physical education curriculum. An appropriately designed physical education program considers each student's developmental characteristics, including age, size, motor and cognitive skill development, past experiences, and skill level.

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

Cognitive characteristics and interests of children in Grades K-2 include a short attention span and a high degree of curiosity and creativity. Students at this level begin to express individual opinions, understand the concept of teamwork, and display a developing sense of humor.

The acquisition of fundamental motor skills integrated with a variety of movement concepts is the focus of the Grades K-2 physical education program. Attainment of these skills requires student concentration and repetition within the instructional environment where students are actively engaged and challenged through activities that involve manipulating materials, solving problems, and applying movement skills and concepts. In addition, these young students require frequent transitions and activities of short duration that progress from individual to partner to small group activities and include a minimal amount of games with complex rules and structures.

Social development is also emphasized in the Grades K-2 physical education program. Lesson design includes activities that stress active but safe participation, adherence to class rules, the ability to take turns and share, and demonstration of good sportsmanship.

A basic understanding of physical activity as it applies to health is essential for students to be able to develop a sense of responsibility in making healthy lifestyle choices. Health-related fitness content is integrated into physical education lessons to provide students with knowledge of the positive results of making healthy versus unhealthy choices and of performing exercises for mental and physical improvement, all of which contribute to healthy functions and activities of life.

# KINDERGARTEN

The foundation for the physical education curriculum is established in kindergarten where the primary focus is on the development of fundamental motor skills and a functional understanding of movement concepts. Students in this grade are characterized by slow, steady growth rates, limited muscular strength and endurance, short attention spans, and the need for practice in interacting with others.

The kindergarten physical education classroom environment provides opportunities for challenge, exploration, self-expression, and social interaction. It also provides experiences that allow for student success, maximum participation, and enjoyment. Students begin to learn and utilize acceptable behaviors for physical activity settings and experience the joy and value of shared play. Regular physical activity is encouraged not only to provide exercise, but also to allow students to make connections between healthy behaviors and physical well-being.

## Skill Development

Students will:

1. Travel while changing direction, speed, and pathways to avoid contact with peers.  
Examples: traveling in general space slowly and quickly and over objects; traveling under, around, and through obstacles
2. Use correct form while marching and walking.
3. Demonstrate the nonlocomotor skills of bending, stretching, twisting, turning, rocking, and swaying.
4. Demonstrate throwing and catching skills by throwing a ball overhand and underhand and catching a tossed ball before it bounces twice.
5. Demonstrate individual rope-jumping skills by jumping over a rope lying on the floor, jumping over a swinging rope, and jumping a single rope five consecutive times.
6. Move rhythmically to even and uneven beats in creative dance, aerobic exercises, movement songs, and simple dances.
7. Demonstrate body control skills by balancing on multiple body parts, rolling sideways without hesitation, and landing with control from a jump.
8. Combine fundamental movement skills and concepts in simple games.  
Examples: walking, marching, galloping in personal and general space

# K

## Cognitive Development

9. Apply movement vocabulary to fundamental skills upon teacher direction.  
Examples: *personal space, general space, hop, jump, march, walk*

## Social Development

10. Apply physical education class rules and procedures for starting and stopping, adhering to safety requirements, using equipment, and entering and exiting an activity.
11. Demonstrate willingness to play with a diverse range of students using sharing skills with equipment and working cooperatively with peers.
12. Demonstrate respect for classmates by playing without interfering with others and interacting appropriately with peers.

## Physical Activity and Health

13. Describe benefits of regular participation in physical activities.  
Example: developing a healthier body
14. Describe the location and function of the heart and lungs.
15. Identify appropriate footwear and clothing for participation in physical activities.



# FIRST GRADE

The physical education curriculum for first grade continues to focus on the development of fundamental movement skills and concepts. First-grade students typically have mastered some fundamental skills but may have little proficiency in others. Students may have difficulty performing in complex and dynamic environments. Although their endurance level is still developing, students' activities are characterized by alternating degrees of high and low intensity.

Instruction in first grade includes ample opportunities for problem solving, exploration, and questioning. The effective physical education program provides for maximum levels of participation and high levels of success focusing on individual and partner work while introducing small-group work. As fundamental movement skills and concepts are learned, they are applied to simple games, rhythms, and gymnastics. First-grade students begin to recognize changes that occur within the body as a result of exercise as well as changes that occur as a result of active and inactive lifestyles.

## Skill Development

Students will:

1. Demonstrate jumping and landing skills by using one- and two-foot takeoff methods, balancing at varying levels on multiple body parts, and forming bridges using different body parts.  
Example: balancing on one foot and two hands in an asymmetrical position
2. Apply varied effort and pathways to running, jumping, and throwing.
3. Demonstrate nonlocomotor skills, including pushing and pulling.
4. Demonstrate manipulative skills by catching a bounced ball with hands, volleying a soft object, kicking a stationary object, and throwing a ball underhand with two hands.
5. Apply rhythmic movement to games, activities, and dances.  
Example: combining traveling patterns in time to music
6. Perform individual and partner stunts.  
Examples: animal walks, forward roll, single-leg balances, heel click
7. Demonstrate manipulative and traveling skills in game situations.

## Cognitive Development

8. Apply movement vocabulary to fundamental movement skills.  
Examples: standing side-by-side; moving over or under, around, or through objects
9. Identify cue words and terms associated with throwing, catching, running, and kicking.
10. Determine speed and type of movement based on rhythmic beat.  
Examples: skipping more quickly or slowly to varying drum beats, dramatizing emotions evoked by the mood of a piece of music

## Social Development

11. Explain the importance of empathy for feelings, concerns, and limitations of peers.  
Examples: explaining the importance of being part of a group; helping others cope with tragedy, home life changes, or limited physical or medical conditions
12. Demonstrate responsibility and cooperative skills in physical activity settings by helping peers, assisting the teacher, and sharing space and equipment.

## Physical Activity and Health

13. Identify exercises that improve flexibility, muscular strength and endurance, cardiorespiratory endurance, and body composition.
14. Explain differences between active and inactive lifestyles.
15. Explain effects of smoking, lack of sleep, and poor dietary habits on health and physical performance.

## SECOND GRADE

The second-grade curriculum emphasizes the refinement of fundamental movement skills and a functional understanding of movement concepts. Attention is focused on student development of the correct form of locomotor and nonlocomotor skills and on the acquisition of some manipulative skills. Students continue to exhibit slow, steady growth and begin to demonstrate a greater ability to maintain attention.

Instruction in second grade includes numerous opportunities for problem solving, exploration, and questioning. The program provides for maximum levels of participation and high levels of success. Second-grade students follow directions and work effectively alone, with a partner, or in a group. The focus of instruction is on the refinement of fundamental skills, the ability to combine these skills, and the application of movement concepts in games, rhythms, and gymnastic activities. Endurance is improving and students are encouraged to maintain moderate-to-vigorous activity for longer periods of time and are given opportunities to explore the relationship of activity type to health-related fitness.

### Skill Development

Students will:

1. Demonstrate leaping and jumping skills by transferring and absorbing body weight in different ways.  
Examples: leaping and absorbing weight on one foot, jumping and absorbing weight on two feet
2. Demonstrate movements that combine shapes, levels, and pathways into simple sequences.
3. Apply body management skills on the floor and on apparatus while performing simple individual and partner stunts.
4. Demonstrate correct form while hopping, galloping, jumping, and sliding.
5. Demonstrate ball moving skills by passing, dribbling a ball with dominant hand, kicking a slow moving ball, and throwing underhand with one arm.
6. Display basic rope-jumping skills.  
Examples: demonstrating a double side swing with a jump, demonstrating a side straddle, swinging a long rope with a partner
7. Demonstrate simple folk, line, and mixer dances.  
Examples: rhythm stick routines, ribbon dance routines, polka
8. Utilize combinations of the fundamental movement skills of chasing, fleeing, and dodging.

## Cognitive Development

9. Identify cue words and terms associated with hopping, galloping, jumping, and sliding.

## Social Development

10. Explain ways to resolve conflicts during physical activity in a school-approved manner.  
Examples: walking away, speaking in a calm voice
11. Demonstrate safety rules for physical education activities, including games that require implements and tag games that have designated boundaries.

## Physical Activity and Health

12. Describe the immediate effect of physical activity on heart rate, breathing rate, and perspiration.  
Example: heart beat, breathing rate, amount of sweat increasing or decreasing according to intensity of activity
13. Explain how physical activity affects overall health, including the heart, lungs, and muscular system.
14. Explain ways in which food intake affects body composition and physical performance.

## THIRD – FIFTH GRADE OVERVIEW

The physical education program for Grades 3-5 continues to emphasize the refinement of fundamental motor skills and introduces specialized sport skills and modified games. Students' physical characteristics include steady growth, with girls developing more rapidly than boys. Students in this age group possess more refined gross motor and manipulative skills, highly developed balance skills, and improved body control. In addition, the development of locomotor skills is relatively complete.

By fourth grade, the program emphasis shifts from the acquisition of manipulative skills and the integration of locomotor and nonlocomotor skills to more complex movement patterns and specialized sport skills. Greater attention spans, increased small muscle control, and enhanced cognitive capacities allow students in Grades 3-5 to enjoy a wide variety of complex indoor and outdoor games. Physical and intellectual competencies are broadening and Grades 3-5 students often become very interested in competitive activities. Students in this age group are also capable of increased cooperation and sportsmanship and are able to solve problems and conflicts when given appropriate support and guidance.

During this developmental period many students progress from being teacher-dependent to being self-guided. They experience increased social and emotional development and become more concerned with pleasing their peers. Although individual and small-group activities are still encouraged for skill development, large-group activities and sport modified games are introduced. Lessons allow students opportunities to work together for the purpose of developing cooperative and competitive social skills, responsible behavior, and positive attitudes regarding participation in the physical education setting.

With the rise in obesity and disease associated with a lack of physical activity, it is imperative that students in Grades 3-5 learn to make responsible lifestyle choices. Lesson content provides a basic understanding of physiological principles as they apply to health and physical activity, health-related fitness components, and physical activities and exercises associated with a healthy life expectancy.

## THIRD GRADE

The third-grade curriculum continues to emphasize the refinement of locomotor and nonlocomotor skills, movement concepts, and the acquisition of manipulative skills. Students display greater body control due to an increase in muscular strength, endurance, flexibility, agility, balance, and gross motor coordination. This natural process of growth and development enhances cardiorespiratory and respiratory functions, which enhance the ability to sustain moderate-to-vigorous physical activity for longer periods of time.

The third-grade physical education classroom environment provides for an increased focus on the development of self-reliance and self-directed skills. While cooperative games and activities continue to be utilized for instruction, competitive games are introduced. Emphasis is placed on working independently and on-task for extended periods of time. Activities are designed to allow all students to develop efficient, effective, and expressive movement combinations through the context of games, gymnastics, rhythms, and other physical activities. Physical activity as well as student responsibility for health and well-being is encouraged.

### Skill Development

Students will:

1. Demonstrate correct form while skipping in general space.
2. Demonstrate ball control while dribbling with the hand or foot in a stationary position and while traveling within a group.
3. Demonstrate skills that require crossing the midline of the body, including hitting a ball off a tee and throwing a ball overhand.
4. Use the correct grip while consistently striking a softly thrown ball with a bat or paddle.
5. Demonstrate long-rope jumping skills by traveling in and out of a long rope without hesitation and executing consecutive jumps.
6. Perform rhythmic movement skills of folk, line, and aerobic dances, including incorporating combinations of locomotor skills and partner mixing.  
Examples: step-hop, aerobics, circle dances
7. Demonstrate supporting, lifting, and controlling body weight by transitioning in and out of balanced positions with control.  
Examples: headstand, cartwheel, mule kick

8. Apply combinations of complex locomotor and manipulative skills by chasing, tagging, dodging, and fleeing.  
Examples: catching an object while fleeing from an opponent, avoiding an object while traveling

### Cognitive Development

9. Describe how stability affects skill execution while participating in physical activity.  
Example: wider base of support contributing to greater stability
10. Utilize a variety of locomotor and manipulative skills to create new, or modify existing, games.

### Social Development

11. Display good sportsmanship.  
Example: congratulating a partner or opponent upon completion of play
12. Apply problem-solving, conflict-resolution, and teamwork strategies to cooperative and group challenges in physical education settings.
13. Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.

### Physical Activity and Health

14. Describe how the blood supplies oxygen and nutrients to the body.

## FOURTH GRADE

By fourth grade, the development of locomotor skills is relatively complete. Program emphasis is on the acquisition of manipulative skills and the integration of locomotor and nonlocomotor skills into more complex movement patterns and specialized sport skills. Increased attention spans, enhanced small muscle control, and expanded thinking capacities allow fourth-grade students to experience success in a wide variety of physical activities.

The fourth-grade physical education classroom environment continues to focus on the development of self-reliance and self-directed skills. The refinement of all fundamental movement skills is addressed through cooperative and competitive games and modified sports as well as more complex rhythmic and gymnastic activities. This curriculum provides students with a variety of opportunities to develop positive attitudes toward physical activity, fitness, and overall health.

### Skill Development

Students will:

1. Demonstrate correct form while leaping.
2. Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy, striking with short and long implements, and kicking while approaching a moving object.
3. Demonstrate short- and long-rope jumping skills, including individual and partner jumping techniques.  
Examples: bell, skier, twister
4. Perform multicultural rhythmic dances, including introductory square dance.  
Examples: basic tinikling steps, aerobics, popular dances
5. Demonstrate gymnastic skills while maintaining proper body alignment by transitioning smoothly between sequences and balancing with control on apparatus.  
Examples: walking on a balance beam, transitioning from a right foot balance to a left balance while standing on a poly spot
6. Apply specialized sport skills in combination with fundamental movement skills in game situations.  
Example: passing a soccer ball to a team member while running down the field



## Cognitive Development

7. Create appropriate physical education activities, including cooperative tasks, group challenges, and games.
8. Identify cue words and terms associated with leaping, striking, and kicking.
9. Identify formations and steps associated with dance.  
Examples: dance—square, line  
steps—grapevine, do-si-do
10. Demonstrate positive changes in performance based on peer and teacher evaluations.

## Social Development

11. List consequences of compliance and noncompliance with rules and regulations while participating in physical activities and games.
12. Explain outcomes of positive versus negative responses to classmates when winning or losing.

## Physical Activity and Health

13. Analyze varying intensities of exercise for effect on heart rate using manual pulse-checking or heart-rate monitors.
14. Identify devices used to measure cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility.  
Examples: heart rate monitor, skinfold caliper, sit-and-reach box, pull-up bar
15. Describe relationships among food intake, physical activity, and weight maintenance.

# FIFTH GRADE

The fifth-grade curriculum focuses on individual skill refinement. Fifth-grade girls experience increases in fine motor skills and cognitive ability and begin to display physical characteristics of adolescence. Boys at this grade level demonstrate increases in upper body strength and development, while physical interest and competitiveness are easily observed during game situations.

The fifth-grade physical education classroom environment continues to focus on student independence and responsibility. Skill refinement is promoted through an increased amount of practice time in more complex game and sport situations. Application of rules, procedures, and etiquette is emphasized. In addition, lesson content provides a basic understanding of physiological principles as they apply to health and physical activity, health-related fitness components, and physical activities and exercises associated with a healthy life expectancy.

## Skill Development

Students will:

1. Demonstrate correct form while sprinting and running for distance.
2. Demonstrate correct form while fielding and punting a ball.
3. Execute single and dual long-rope activities and stunts.  
Examples: ball manipulation, simultaneous jumping and turning, performing routines to music
4. Demonstrate rhythmic dances, including modern, aerobic, and ethnic.  
Examples: grapevine, schottische, polka, tinikling, two-step, square dance
5. Demonstrate weight transfer and balance on mats and apparatus by smoothly transitioning between combinations of traveling and rolling.  
Examples: log roll, straddle forward roll, cartwheel
6. Apply appropriate skills in sport modified games.  
Examples: dribbling, serving, shooting, punting

## Cognitive Development

7. Identify cue words and terms associated with punting and fielding.
8. Describe relationships among strength, flexibility, balance, and coordination in successfully executing physical activities.
9. Identify basic rules, player positions, and offensive and defensive strategies in organized games and in sport modified games.

## Social Development

10. Explain good sportsmanship techniques for use in settling disputes.  
Examples: remaining calm, controlling voice level, listening to all points of view
11. Explain physical activity and safety benefits of exercising with a partner.  
Examples: promoting adherence to regimen, reducing safety hazards

## Physical Activity and Health

12. Describe how aerobic exercise affects the efficiency and longevity of the heart and lungs.
13. Categorize physical activities according to their most beneficial health-related fitness component.
14. Define the four components of the frequency, intensity, time, and type (F.I.T.T.) principle as they relate to a successful fitness program.

## SIXTH – EIGHTH GRADE OVERVIEW

Students in Grades 6, 7, and 8 have unique developmental characteristics. These students are experiencing a transitional period that includes intellectual, physical, emotional, and social changes as they progress from childhood to adolescence. Physical characteristics of students in this grade range include rapid growth, improvement of coordination and balance, and improved endurance as heart and lung size increase. Different students of the same age within this age group may vary widely in terms of physical maturity. During sixth grade, most girls are more physically developed and exhibit greater strength than boys. However, by the end of the eighth grade, this trend typically reverses.

Grades 6-8 students possess increased endurance, muscular strength, coordination, and balance. Many skills are performed automatically and require little concentration. Therefore, skill execution as opposed to skill acquisition becomes a program focus. Specialized skills are integrated into games, sports, rhythms, and gymnastics.

Cognitive skills continue to increase in complexity, allowing students to form new views, values, and ideas. Opportunities to express these new thoughts, feelings, and opinions are incorporated into lessons designed to encourage the creation and modification of games, activities, and gymnastic and dance routines that reflect personal interests. In addition, students continue to need a wide variety of opportunities to exercise their growing bodies as well as opportunities to master skills in many areas.

As social skills continue to develop, students form positive relationships with peers and adults. Peer group acceptance is very important to this age group, and boys and girls often enjoy working together. Lesson design focuses on exhibiting sport-specific etiquette, respecting officials, applying proper safety practices, and displaying good sportsmanship in school and recreational activities. Students recognize physical activity as a positive opportunity for social and group interaction and develop necessary cooperative and competitive behaviors.

Students in Grades 6-8 understand short- and long-term benefits of regular physical activity, including psychological and physiological effects. Emphasis is placed on the development of personalized fitness plans that reflect individual needs, interests, and limitations.

## SIXTH GRADE

The sixth-grade curriculum is designed to offer students opportunities to engage in a wide range of physical activities that help refine skills and promote enjoyment. Sixth-grade students experience numerous physical, social, and cognitive changes. They are moving from childhood to adolescence and are beginning to take more responsibility for their actions.

The sixth-grade instructional environment allows the early adolescent to experience positive, challenging, and enjoyable physical activity while learning more about its benefits and importance. Skill refinement is accomplished through a variety of modified sports, games, rhythms, gymnastics, and other physical activities. Sixth-grade students utilize evaluation from a variety of sources to improve performance. Students also learn to identify and apply principles of practice and conditioning, recognize general movement principles, and use basic offensive and defensive strategies as they apply to modified sports.

### Skill Development

Students will:

1. Demonstrate rope-jumping and original dance routines that incorporate varying lengths, skill sequences, and musical accompaniments.
2. Combine a variety of skills into sequenced routines.
  - Example: combining traveling, rolling, balancing, and transferring weight into smooth sequences while altering speed, direction, and flow
  - Integrating fundamental movement and specialized skills into student-choreographed routines
    - Example: rhythmic, gymnastic, ball, and jump routines
3. Demonstrate dribbling, shooting, and striking skills.
  - Examples: dribbling to avoid the ball being stolen, shooting with consistency and correct form, striking for direction and height
4. Demonstrate forehand and backhand striking skills.
  - Examples: using forehand and overhand clear in badminton, using forehand and backhand stroke in tennis

### Cognitive Development

5. Identify rules and regulations for a variety of sports and lifetime activities.
6. Explain the importance of repetition and practice as a means for skill improvement.
7. Modify physical activities, games, and sports to meet specified criteria.
  - Example: modification of games for personal enjoyment

## Social Development

8. Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.
9. Demonstrate positive social interactions in situations that include members of different genders, cultures, ethnicities, abilities, and disabilities.

## Physical Activity and Health

10. Describe progress toward achieving personal fitness goals for each of the health-related fitness components.  
Example: tracking progress on personal logs
11. Analyze exercise and heart rate data to determine adjustments to health fitness plans.
12. Identify possible injuries resulting from improper exercise routines.
  - Demonstrating proper warm-up and cool-down techniques
13. Describe the structure and function of the muscular and skeletal systems as they relate to physical performance.  
Examples: muscles pulling on bones causing movement, muscles working in pairs, muscles working by contracting and relaxing

## SEVENTH GRADE

Seventh-grade students continue to experience a wide range of physical and emotional changes. As they mature, they are able to analyze fundamental and manipulative skills and to understand concepts and principles related to health-enhancing activity.

The seventh-grade physical education classroom environment allows for positive experiences, group and cooperative challenges, and exposure to a variety of physical activities. Skill acquisition and refinement continue through the contexts of regulation and modified sports, games, rhythms, gymnastics, and physical activities. Students recognize physical activity as a positive opportunity for social and group interaction and develop necessary cooperative and competitive behaviors.

### Skill Development

Students will:

1. Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.
2. Demonstrate strategic positioning for offense and defense in game situations.  
Examples: staying between opponent and goal, moving between opponent and ball
3. Demonstrate dances used for social and recreational enjoyment and physical fitness enhancement.
4. Demonstrate a sequence of balancing skills by traveling on apparatus while working cooperatively with a partner to create a balance sequence.  
Examples: balancing on mats, walking a line on the floor
5. Demonstrate relaxation and stress reduction exercises.
6. Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.

### Cognitive Development

7. Identify appropriate drills and repetitions to improve performance.  
Example: using nondominant hand or foot
8. Describe the concept of effort as it relates to improvement of skill execution.  
Example: slowing or accelerating skill execution to increase success
9. Analyze peer skill performance for efficiency in sport and recreational activities.
10. Explain differences between legal and illegal behaviors in sports.  
Examples: National Collegiate Athletic Association rules, Alabama High School Athletic Association rules

## Social Development

11. Apply methods for communicating with confrontational opponents.
  - Practicing social courtesies in group activities
12. Demonstrate elements, including sport competency, literacy, and enthusiasm, needed to accomplish a team goal in competitive and cooperative environments.  
Examples: remaining on task in a group activity, applying problem-solving skills, practicing safety procedures

## Physical Activity and Health

13. Identify factors that can be manipulated to achieve an overload in muscular strength and cardiorespiratory endurance.  
Examples: muscular strength—repetitions, sets, recovery time  
                  cardiorespiratory endurance—frequency, intensity, time, type
14. Explain correlations among nutrition, exercise, and rest in the development of a healthy lifestyle.



## EIGHTH GRADE

Eighth-grade students have an increased ability to synthesize information regarding skill development and enhanced performance. They have an advanced knowledge and understanding of motor skills and are able to exhibit competencies in a variety of movement forms and physical activities.

In eighth grade, students are provided with a broad range of opportunities that allow them to participate in a variety of physical experiences, including regulation and modified sports, games, rhythms, gymnastics, and other physical activities. These experiences offer students a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activities provide students with confidence as they take steps toward independence and a healthy lifestyle.

### Skill Development

Students will:

1. Demonstrate skills utilized in lifetime health-enhancing activities.  
Examples: throwing a flying disk, hitting a tennis ball, putting a golf ball
2. Demonstrate aerobic movement skills and the performance of original dance routines.
  - Choreographing routines
  - Teaching student-created routines
3. Demonstrate combinations of balancing and supporting skills.
4. Demonstrate skills used in individual, dual, and team sports.  
Examples: basketball, flag football, soccer, softball, volleyball, tennis, badminton
5. Demonstrate skills associated with adventure, outdoor, and recreational activities.  
Examples: orienteering, skating, cycling, walking, hiking
6. Demonstrate player-to-player defensive strategy skills.

### Cognitive Development

7. Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and team sports.
8. Apply movement concepts to sport, dance, gymnastics, recreational skill performances, and other physical activities.  
Example: utilizing flowing sequences with intentional changes in direction, speed, and flow

8<sup>th</sup>

9. Summarize research findings of at least one local, national, or international game for its history, terminology, rules, and basic skills.  
Example: using the Internet or other research resources to produce portfolios, videos, slide presentations, photographs, or scrapbooks

## Social Development

10. Solve problems in physical activity settings by identifying cause and potential solutions.  
Example: describing appropriate responses to an unfair call made by an official
11. Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.
12. Apply positive reinforcement to enhance peer physical performance during physical activity.

## Physical Activity and Health

13. Explain long-term physiological and psychological benefits resulting from regular participation in physical activity.
14. Identify the role of exercise in stress reduction.
15. Apply the F.I.T.T. principle to an individualized fitness plan.
16. Design a personalized fitness plan.

# LIFELONG INDIVIDUALIZED FITNESS EDUCATION

Lifelong Individualized Fitness Education (LIFE), a required one-credit high school course, provides students with a blueprint for a lifetime of healthy living. Through the LIFE course, students acquire information regarding various aspects of fitness and apply this learning to assess their own fitness levels. In addition, students are required to develop an individualized fitness plan that establishes a foundation for a healthy future.

It is highly recommended that this required course be taken in the ninth grade. Students who successfully complete the LIFE course fulfill the *Alabama High School Diploma* requirement for one credit in physical education. Due to the unique aspects of the LIFE course, it is difficult to accomplish the required content of this course in athletics, the Junior Reserve Officers' Training Corps (JROTC) program, band, extracurricular activities, or other physical education courses.

Throughout the LIFE course, a variety of health-enhancing activities are derived by utilizing sports and games as a vehicle for reinforcing and applying fitness components and principles. The LIFE course includes active, hands-on laboratory learning experiences. For example, after a lesson in which students learn about target heart rate, students check their heart rates following participation in a game or activity.

High school students experience significant physical, intellectual, and emotional growth and development. They also assume more complex responsibilities such as employment and making career choices. This course reinforces physical education knowledge and skills learned in Grades K-8 by providing students with further knowledge and skills to construct and implement a lifelong plan for physical activity.

## Skill Development

Students will:

1. Demonstrate movement combinations from a variety of physical activities that enhance cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.  
Examples: running, weight training, circuit training, performing aerobic activities
2. Demonstrate complex movement sequences in a variety of physical activities.  
Examples: martial arts, dances, games, outdoor pursuits, individual and team sports

# LIFE

## Cognitive Development

3. Utilize rules and strategies for safe game play and selected lifetime activities.  
Example: organizing teams for modified games
4. Identify short- and long-term health-enhancing benefits of physical activity.  
Examples: lowering resting heart rate, reducing stress level, increasing metabolism, strengthening the immune system
  - Identifying effects of age on physical activity preferences and participation
  - Explaining the relationship of physical, emotional, and cognitive factors that influence the rate of improvement in fitness performance
5. Identify requirements for selected careers in physical education, health, and fitness.
  - Identifying factors related to career choices

## Social Development

6. Identify strategies for positive behavior modification and for social interaction among diverse populations.  
Example: using peer intervention to bring about desired changes in behavior
7. Explain the impact of participating in multicultural physical activities.  
Example: developing cultural awareness
8. Demonstrate responsible personal and social behavior during physical activities.  
Examples: awareness of surroundings to avoid injury, respect for officials' decisions
9. Demonstrate responsibilities of a leader or a follower to accomplish group goals.
10. Critique a community service project that involves physical activity by identifying benefits, problems, compromises, and outcomes.  
Examples: walkathons, fun runs, Jump Rope for Heart fundraisers

## Physical Activity and Health

11. Utilize health and fitness technologies to develop a healthy lifestyle.  
Examples: heart-rate monitors, pedometers, spirometers, skinfold calipers
  - Measuring target physiological functions utilizing correct instruments
  - Calculating health risk based on body composition
12. Utilize safe practices when participating in physical activities.  
Examples: avoiding high-caffeine energy drinks, avoiding dangerous supplements, considering weather conditions, considering medical conditions and personal physical conditions
13. Compare goals for attaining and maintaining fitness.

14. Construct criteria for evaluation of commercial fitness and health products and services.  
Examples: cost, consumer reviews, availability
15. Create a nutrition program that targets goals for maintaining energy and recommended body composition.
16. Design a personal fitness plan that promotes activity for life.
  - Using selected assessments to modify an individualized fitness plan  
Examples: range of motion, skinfold, heart rate
  - Applying principles of specificity, overload, frequency, intensity, time, and progression to physical activities  
Examples: recording progress, selecting activities, arranging exercise, tracking progress
  - Demonstrating a lifestyle that includes participation in physical activity on a consistent basis

# HIGH SCHOOL ELECTIVE COURSES

Elective courses in Grades 10-12 focus on the development and refinement of skills, knowledge, social and personal traits, and physical fitness acquired in Grades K-8 and in the high school LIFE course. This document identifies content standards for these elective courses. This content may be incorporated into any physical education elective course, including aerobics, weight training, recreational sports, or gymnastics. These courses are appropriate for students in Grades 10, 11, and 12 after completion of the required LIFE course in Grade 9.

Physical education elective courses provide students opportunities to develop a commitment to an active lifestyle during the school day and beyond. These courses allow students to continue to refine or perhaps develop skills in areas of individual interest, including sports, games, athletics, or dance.

Students in Grades 9-12 are forming patterns for adult behaviors that include health-enhancing activities as an integral part of their daily or weekly routines. Effective instruction, appropriate supervision, adequate equipment, and a variety of opportunities allow students to reach their maximum potential for developing and maintaining a healthy, active lifestyle.

## Skill Development

Students will:

1. Demonstrate complex movement patterns in a variety of activity settings.  
Examples: transitioning from a run to a lay-up in basketball, transitioning from a dribble to a pass in soccer, returning a tennis ball with a forehand ground stroke
2. Apply movement concepts and fitness principles to a variety of physical activity settings.  
Examples: offensive and defensive maneuvers in team sports, techniques in weight training

## Cognitive Development

3. Determine characteristics of highly skilled physical performances.  
Examples: alertness in table tennis, accuracy in archery, agility in basketball
4. Analyze physical activity, sport, and recreational practices for safety, risks, and consequences.  
Example: staying behind shooting line in archery
  - Applying rules and procedures to avoid injuries
5. Use competence, proficiency, and strategy skills to solve problems in a physical education environment.  
Examples: gathering data, considering alternatives
6. Evaluate facilities and programs within the community that may be utilized for maintaining lifelong fitness.

### Social Development

7. Identify characteristics of a responsible leader, including honesty, respect for others, and self-control, in a physical education activity.
8. Interpret research regarding social effects associated with engaging in physical activity with others.
9. Demonstrate independence and self-responsibility in student-led physical activities.  
Examples: creating a dance or rope-jumping routine, applying rules and procedures without continuous supervision

### Physical Activity and Health

10. Demonstrate the level of fitness required for successful participation in a variety of physical activities.  
Example: performing aerobic activities for a minimum of 20 minutes
11. Describe personal goals implemented in an individualized physical fitness performance plan.

## Synopsis of Laws, Regulations, and Resolutions Relating to Physical Education

### **Reference Information**

The *Code of Alabama* contains laws passed by the state legislature. A reference to the *Code of Alabama* has three parts: Title, Chapter, and Paragraph. Laws related to education are located in (Title) §16. Chapters are numbered and organized by topic. Paragraphs may be located within the referenced Chapter. For example, the law requiring cardiopulmonary resuscitation (CPR) instruction is (Title) §16- (Chapter) 40- (Paragraph) 8.

The *Alabama Administrative Code* (AAC) contains policies and regulations adopted by the Alabama State Board of Education. For example, the Alabama High School Graduation Requirements (AAC r. 290-3-1-.02(8)(a-b)) are found on pages 66-67.

The *Alabama Course of Study: Physical Education* contains minimum required content standards and implementation guidelines for physical education.

Alabama State Board of Education resolutions or directives from the Alabama State Superintendent of Education provide additional guidance for physical education.

In addition to implementing the minimum course content outlined in the *Alabama Course of Study: Physical Education*, local school systems must abide by certain laws and Alabama State Board of Education resolutions that govern other aspects of the physical education program. Listed below are some of the laws, regulations, and resolutions that have relevance for physical education programs in Alabama schools.

### **Physical Education Required**

Every public school and private school, except church schools as defined in the *Code of Alabama*, 1975, §16-28-1, shall carry out a system of physical education, the character of which shall conform to the program or course outlined by the Alabama Department of Education (*Code of Alabama*, 1975, §16-40-1). Therefore, according to law the minimum required content found in the *Alabama Course of Study: Physical Education* must be taught in all public schools in Alabama.

### **Precedent-Setting Court Case**

#### ***Mitchell versus McCall***

The program of education prescribed under this delegated authority is legislative in nature and has the coercive effect of law (*Mitchell versus McCall*, 273 Ala. 604, 143 So. 2d 629, 1962); (*Code of Alabama*, 1975, §16-40-1).

### **Daily K-8 Physical Education Instruction Required**

A minimum daily instructional period of at least 30 minutes in elementary physical education is required. Therefore, recess or lunch time activities should not be substituted for the physical education program.

### **Certified Physical Education Teacher Required**

Daily physical education classes for all students in Grades K-8 must be taught or supervised by teachers certified in physical education (Alabama State Board of Education Resolution F-17, February 1984). All elementary physical education classes must be taught by or under the supervision of one of the following certified personnel:

1. A certified physical education teacher employed to teach physical education,
2. An aide employed to provide instruction in physical education while under the supervision of a certified physical education teacher, or
3. A classroom teacher certified to teach physical education only to their own students.



**Options for Middle School Physical Education Programs**

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may follow the time requirement listed for Grades 4-6 or the time requirement listed for Grades 7-12. Grades 7 and 8 may have a minimum of 30 minutes of physical education daily when these grades are housed with Grades 4-6. It is recommended, however, that students in Grades 7-8 receive a minimum of 50 minutes of physical education daily.

**No Exception to Required One-Credit Course in Grades 9-12**

Until funding is obtained for K-8 physical education teachers at every school within a school system, there will be no exception to the required one-credit course in Grades 9-12 (Alabama State Board of Education Resolution H-1, April 1985).

**Sex Discrimination Law**

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance (Public Law 92-318, Title IX).

**Individuals with Disabilities Education Act**

Each child with disabilities must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education instruction, as prescribed in the child's individualized education program (Public Law 91-230, as amended). Every student with a disability shall receive appropriate daily physical education in his or her least restrictive environment through one of the following options:

1. Students may be included with regular physical education classes of like age or ability,
2. A teacher of adapted physical education may be employed to provide instruction,
3. Special education teachers may provide instruction in physical education for their own students, or
4. An outside agency may be contacted to provide instruction or therapy for severely handicapped students.

**Accountability Law**

Nothing in this Act shall be construed to diminish the current requirements of the Alabama State Board of Education with respect to health and physical education instruction in Grades K-12 or to reduce the effect of *Code of Alabama*, 1975, §16-40-1, regarding Health and Physical Education (*Code of Alabama*, 1975, §16-6B-2(d)).

## Lifelong Individualized Fitness Education

Lifelong Individualized Fitness Education (LIFE) is the required high school physical education course necessary for graduation from high school. It is recommended that the LIFE course be taken in Grade 9.

A variety of class schedules exist at the high school level throughout Alabama. Some students may have a traditional schedule where they meet every class, every day. Others may have a rotating schedule, a modified block schedule, or a regular block schedule. Regardless of the type of schedule, students in the LIFE course need to be active on a daily basis.

An example for a weekly LIFE course plan is located below and an example for a yearly LIFE course plan is shown on the following page. Teachers designing instruction for a 96-minute block schedule are expected to combine a lesson, a cardiovascular workout, and participation in a sport or game three to five days per week. Activities involving muscular strength and endurance, along with flexibility, should fill a portion of the class time for two to three days per week. All games and sports utilized should reflect content based on the standards provided in the 2009 *Alabama Course of Study: Physical Education*. The suggested plans are not exhaustive. Teachers should develop lessons to meet their unique scheduling needs.

### Sample Weekly LIFE Course Plan

Day of the Week	Suggested Activities
Monday	Laboratories
Tuesday	Muscular Strength and Endurance Activities
Wednesday	Cardiovascular Endurance Activities
Thursday	Muscular Strength and Endurance Activities
Friday	Cardiovascular Endurance Activities

## Sample Yearly LIFE Course Plan

<b>WEEK</b>	<b>LABORATORY</b>	<b>ACTIVITY</b>
1	Introduction to Program	Walking or Jogging
2	Wellness Questionnaire	Testing
3	Physical Fitness Test	Testing
4	Test Analysis	Soccer
5	Warm-up, Stretch, and Cool-Down	Soccer
6	Stretching Exam	Line Dancing
7	Muscular Strength and Endurance	Line Dancing
8	Weight Training	Volleyball
9	Development of Weight Training Program	Volleyball
10	12-Minute Run	Football
11	Step Test	Football
12	Frequency, Intensity, Time, and Type (F.I.T.T.)	Team Handball
13	F.I.T.T. Review	Team Handball
14	Resting Heart Rate	Badminton
15	Exercise and Heart Rate	Badminton
16	Exercise Benefit Zone (E.B.Z.)	Aerobics
17	Heart Rate and E.B.Z. Review	Bench
18	Nutrition	Basketball
19	Nutrition	Basketball
20	Body Weight Management	Floor Hockey
21	Body Weight Management	Floor Hockey
22	Stress Management	Softball
23	Time Management	Softball
24	Safe Landing	Cooperative Games
25	Back Care	Cooperative Games
26	Foot Care	Recreation Games
27	Injury Care	Recreation Games
28	Consumer Awareness	Tennis
29	Exercise and Aging	Tennis
30	Physical Fitness Test	Testing
31	Test Analysis	Speedball
32	Personal Fitness Contract	Speedball
33	Personal Fitness Contract	Lacrosse
34	Portfolio Review	Lacrosse
35	Portfolio Review	Choice
36	Wrap-Up	Choice

## Developmentally Appropriate Physical Education Practices\*

### **Developing Health-Related Fitness**

Children participate in activities designed to help them understand concepts regarding health-related fitness and how fitness contributes to a healthy lifestyle. Activity-based fitness is emphasized rather than fitness through formal exercises or calisthenics. Teachers plan activities that emphasize self-improvement, participation, and fair play such as shaking hands and making positive comments and cooperating with others.

### **Classroom Organization**

Teachers use a systematic classroom organization format, including opening and statement of lesson objectives, instructional component with necessary demonstrations, practice, and closure or summary. Formative and summative assessments are also used.

Teachers are aware of maximizing learning time; providing targeted descriptive feedback; and refining, modifying, or extending learning tasks for maximum student learning.

### **Curricular Decisions**

Teachers provide sequential instruction in a variety of activities based on student needs and interests. This variety helps ensure students are physically educated and that national and state physical education content standards are met.

### **Expectations for Student Learning**

Teachers set high expectations for psychomotor, cognitive, and affective learning. These expectations are clearly communicated to students with explicit criteria.

### **Lesson Planning and Units**

Teachers regularly plan lessons aligned with curricular goals and objectives. Lessons are sequentially planned to maximize instructional time and learning. Progressions allow students to develop skills safely and efficiently. Teachers systematically plan for, develop, and maintain a positive learning environment where students feel physically and emotionally safe and supported by teachers and classmates. The environment is focused on maximizing learning, challenging students, and maintaining an atmosphere of respect and high expectations for student engagement and participation.

Teachers offer units of study of sufficient length to allow students to develop skill and competence in areas being taught. Teachers use a variety of practice opportunities to challenge students to improve newly learned skills.

### **Maximizing Participation**

Teachers provide and facilitate sufficient practice trials that allow students to achieve success. They maintain low student-to-equipment ratios, thereby making lines and wait time minimal.

\*Adapted from *Moving into the Future: National Standards for Physical Education* (2004) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.

### **Selection of Appropriate Learning Activities**

Teachers use drills, games, and other learning experiences for the contribution they make to student learning. Teachers avoid the use of activities that are too difficult or too dangerous, activities that are too easy, and activities that may lead to student boredom or discipline problems.

### **Cooperative Activities**

Physical educators teach students to work with others to achieve a common goal in a variety of activities. Learning experiences are designed to help encourage students to communicate with others, accept individual strengths and differences, and cooperate to solve problems.

### **Use of Competition**

Teachers demonstrate understanding of the nature of competition by teaching students an appreciation of competition beyond individual or team contests. Competition is celebrated as a way to increase student motivation and interest. It is seen as a way for students to demonstrate competence and personal accomplishments.

### **Forming Groups**

Teachers form teams and squads in ways that preserve the dignity and self-respect of every student. If levels of ability or fitness are factors in the outcome of the activity or task to be performed, groups are selected prior to the lesson by the teacher.

### **Feedback**

Teachers give specific instructional feedback that provides the student with information about performance relative to instructional goals and skill improvement. Feedback comes from a variety of sources, including teacher, peers, videotaping, or self-analysis. Feedback statements include descriptive information to improve instruction.

### **Promoting Respect for Self and Others**

Teachers foster self-awareness, leadership, caring for self, respect for others, and other components associated with the affective domain. Students learn to encourage each other and show support through positive reinforcement statements. Students are willing to share, take turns, and help others.

### **Support for Inclusion and Diversity**

Teacher selection of experiences and instructional strategies provide for the inclusion of all students regardless of skill or fitness level, gender, race, or ethnic group. Teachers modify activities, game rules, and equipment to ensure a successful experience for each student. Teachers provide equal access to activities for both males and females. Activity choices promote diversity and educate students about various cultural groups from around the world.

### **Warm-Up and Fitness Development**

Teachers provide warm-up activities to prepare students for activities that follow. Exercises and activities included in the warm-up are safe for students' fitness and ability levels.

### **Classroom Attire for Physical Activity**

Teachers monitor student attire to ensure appropriateness for the activity, including proper footwear, restrictions on jewelry, and safe participation. When special clothes are used, they are laundered on a regular basis to ensure health and hygiene. Dress is not a major factor in determining grades or the opportunity to participate, but is comparable to having appropriate paper, book, and other necessary supplies as in other classes.

### **Exercise as Punishment**

Teachers promote exercise for its contribution to a healthy lifestyle. All activities performed in class have a positive bearing on physical activity. Exercise is not used as punishment.

### **Rules and Procedures**

Teachers design and build a positive atmosphere for class operation. Protocol and rules are taught, relayed to parents, and posted where they can be seen at all times. Class protocol and rules should be approved by the administration prior to the beginning of each academic year.

### **Support of Cognitive Learning and Critical Thinking**

Although the primary purpose of physical education is to develop psychomotor skills, teachers consider cognitive learning a vital part of a child's education. Physical education teachers provide students with experiences that encourage them to apply, analyze, synthesize, and evaluate various concepts related to motor skills, fitness, and physical activity participation.

### **Fitness Testing**

Teachers encourage students to develop health-related fitness goals and use fitness tests as part of a fitness education program within physical education. Teachers use results from fitness testing to plan instruction. Alternative tests and standards are used to measure fitness for students with disabilities. Teachers implement strategies to help all students reach their targeted goals. Fitness results are shared with parents and a copy is placed in the student's cumulative folder. Fitness tests are not given academic grades. Due to developing motor skills, physical fitness tests should not be administered to kindergarten and Grade 1 students. Students in Grades 2-12 are to be pretested and posttested annually. In addition, posttest scores are to be reported annually to the Alabama Department of Education.

### **Assessment**

Formative assessment is used throughout instruction to provide feedback to students. Teachers use information gathered from assessment to diagnose areas requiring further instruction as they plan future lessons. Assessment is intertwined with instruction, making it difficult to separate the two. Students are informed of assessment results. The primary purpose of assessment is to provide feedback and improve instruction. Assessments are given that may or may not contribute to a student grade.

### **Medical Excuses**

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

### **Integration with Other Subjects**

To promote the relevance of content and the interrelation of subject areas emphasized in elementary and middle school, physical education teachers consider other curricular areas in planning lessons. Although physical education can be a part of a multidisciplinary curriculum, integration should not compromise teaching concepts important to the development of a physically educated individual.

### **Field Days and Special Events**

Teachers plan field days in order for every child to fully participate and derive satisfaction and joy from a celebration of physical activity. Opportunities are provided for children to voluntarily choose from a variety of activities intended to be culminating positive experiences for the activities selected. Recognition is based on positive participation rather than achievement.

### **Advocacy—Community, Parents, Administrators**

Teachers regularly inform parents, administrators, and the public about goals and related activities of the physical education program. The physical education program makes numerous contributions to the overall education of early adolescents, and teachers seek opportunities to inform others of these contributions.

### **Professional Development Activities**

Physical education teachers take advantage of professional development opportunities. Teachers seek administrator support for released time to attend workshops and conventions. They subscribe to professional journals, seek membership in professional organizations, and take advantage of opportunities to interact and collaborate with colleagues. Teachers seek information about the latest innovations and ideas in their field and incorporate these as they plan for physical education instruction.

# Alabama High School Graduation Requirements

(Alabama Administrative Code 290-3-1-02(8)(a) (b) and (c))

**1. COURSE REQUIREMENTS**

The Alabama courses of study shall be followed in determining minimum required content in each discipline. Students seeking the Alabama High School Diploma with Advanced Academic Endorsement shall complete advanced-level work in the core curriculum. Students receiving the Alabama High School Diploma with Credit-Based Endorsement shall complete the prescribed credits, including at least one Career and Technical Education course, for the Alabama High School Diploma and pass three of the five sections of the Alabama High School Graduation Exam, including the Mathematics section, Reading section, and one additional section.

COURSE REQUIREMENTS	Alabama High School Diploma Credits	Alabama High School Diploma with Advanced Academic Endorsement Credits	Alabama High School Diploma with Credit-Based Endorsement Credits
<b>ENGLISH LANGUAGE ARTS</b>	<b>4</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of:			
English 9	1	1	1
English 10	1	1	1
English 11	1	1	1
English 12	1	1	1
<b>MATHEMATICS</b>	<b>4</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of:			
Algebra I	1	1	1
Geometry	1	1	1
Algebra II with Trigonometry	1	1	1
Mathematics Elective(s)	2	1	2
<b>SCIENCE</b>	<b>4</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of:			
Biology	1	1	1
A physical science	1	1	1
Science Electives	2	2	2
<b>SOCIAL STUDIES*</b>	<b>4</b>	<b>4</b>	<b>4</b>
Four credits to include the equivalent of:			
Grade 9 Social Studies	1	1	1
Grade 10 Social Studies	1	1	1
Grade 11 Social Studies	1	1	1
Grade 12 Social Studies	1	1	1
<b>PHYSICAL EDUCATION</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>HEALTH EDUCATION</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
<b>ARTS EDUCATION</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
<b>COMPUTER APPLICATIONS**</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
<b>FOREIGN LANGUAGE***</b>		<b>2</b>	
<b>ELECTIVES</b>	<b>5.5</b>	<b>3.5</b>	<b>5.5</b>
Local boards shall offer foreign languages, fine arts, physical education, wellness education, career and technical education, and driver education as electives.			
<b>TOTAL CREDITS</b>	<b>24</b>	<b>24</b>	<b>24</b>

\* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

\*\* May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the elective credits, making a total of six elective credits for the Alabama High School Diploma and the Alabama High School Diploma with Credit-Based Endorsement or four elective credits for the Alabama High School Diploma with Advanced Academic Endorsement.

\*\*\* Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

**2. ASSESSMENT REQUIREMENTS**

Pass the required statewide assessment for graduation.



## Alabama High School Graduation Requirements (continued)

(Alabama Administrative Code 290-3-1-.02(8)(g)1.)

Course and assessment requirements specified below must be satisfied in order to earn the Alabama Occupational Diploma (AOD).

**1. COURSE REQUIREMENTS**

Effective for students with disabilities as defined by the *Individuals with Disabilities Education Act*, students must earn the course credits outlined in *Alabama Administrative Code* r. 290-3-1-.02(8)(g)1.

<b>COURSE REQUIREMENTS</b>	<b>Alabama Occupational Diploma Credits</b>
<b>ENGLISH LANGUAGE ARTS</b>	<b>4</b>
*Four credits to include the equivalent of: English I English II English III English IV	1 1 1 1
<b>MATHEMATICS</b>	<b>4</b>
*Four credits to include the equivalent of: Math I Math II Math III Math IV	1 1 1 1
<b>SCIENCE</b>	<b>4</b>
*Four credits to include the equivalent of: Science I Science II Science III Science IV	1 1 1 1
<b>SOCIAL STUDIES</b>	<b>4</b>
*Four credits to include the equivalent of: Social Studies I Social Studies II Social Studies III Social Studies IV	1 1 1 1
<b>CAREER AND TECHNICAL EDUCATION</b>	<b>2</b>
<b>COORDINATED STUDIES OR TRANSITIONAL SERVICES</b>	<b>1</b>
<b>COOPERATIVE CAREER AND TECHNICAL EDUCATION</b>	<b>1</b>
<b>HEALTH EDUCATION</b>	<b>0.5</b>
<b>PHYSICAL EDUCATION</b>	<b>1</b>
<b>ARTS EDUCATION</b>	<b>0.5</b>
<b>ELECTIVES</b>	<b>2</b>
Existing laws require LEAs to offer arts education, physical education, wellness education, career and technical education, and driver education as electives.	
<b>TOTAL CREDITS</b>	<b>24</b>

\* All AOD credits shall comply with the current curriculum guides designated for AOD implementation. Local Education Agencies may add additional credits or requirements.

**2. ASSESSMENT REQUIREMENTS**

Take the required statewide assessment for graduation at least once (during the spring of the eleventh-grade year).

## Guidelines and Suggestions for Local Time Requirements and Homework

### **Total Instructional Time**

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama*, 1975, §16-1-1).

### **Suggested Time Allotments for Grades 1-6**

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and enrichment activities should be a part of the time schedule for the specific subject area.

<b><u>Subject Area</u></b>	<b><u>Grades 1-3</u></b>	<b><u>Grades 4-6</u></b>
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education (Computer Applications)	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**
Arts Education		

Dance  
Music  
Theatre  
Visual Arts

*Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.*

\*Established by the Alabama State Department of Education in accordance with *Code of Alabama*, 1975, §16-40-1

\*\*Established by the Alabama State Department of Education in accordance with *Code of Alabama*, 1975, §16-6B-2(h)

### **Kindergarten**

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

It is suggested that the full-day kindergarten program be organized utilizing large blocks of time for large groups, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with

peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

### **Grades 7-12**

One credit may be granted in Grades 9-12 or required for elective courses consisting of a minimum of 140 instructional hours or in which students demonstrate mastery of Alabama course of study content standards in one-credit courses without specified instructional time (*Alabama Administrative Code* r. 290-3-1-.02 (9)(a)).

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

### **Character Education**

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

### **Homework**

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the Alabama State Board of Education Resolution adopted February 23, 1984 (Action Item #F-2).

### Web Sites for Physical Education

1. Web site for the National Association for Sport and Physical Education (NASPE); a national authority on physical education and recognized leader in sport and physical activity; supports high quality physical education, sport, and physical activity programs.
2. [www.cdc.gov/nccdphp](http://www.cdc.gov/nccdphp)  
Web site for the National Center for Chronic Disease Prevention and Health Promotion, a component organization of the Centers for Disease Control and Prevention; conducts studies, supports healthy behavior programs, and monitors nation's health regarding chronic diseases.
3. [www.health.gov/PAGuidelines/guidelines/default.aspx](http://www.health.gov/PAGuidelines/guidelines/default.aspx)  
Web site for the United States Department of Health and Human Services; provides guidance to help Americans aged 6 and older improve health through appropriate physical activity.
4. [www.pecentral.org](http://www.pecentral.org)  
Web site for PE Central; provides services to health and physical education teachers, parents, and students.

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# Glossary

- Aerobic activity**—Exercise allowing the body to replenish needed oxygen to muscles. Examples are swimming, cycling, and jogging.
- Anaerobic activity**—Strenuous exercise requiring more oxygen than the body is able to supply, resulting in oxygen debt. Examples are sprinting and weight training.
- Apparatus**—Equipment used for a particular purpose. Examples include scooters, stability balls, and balance buckets.
- Body awareness**—Knowledge regarding body performance, including actions of the whole body and specific body parts, activities of the body, and shapes the body is able to assume.
- Body composition**—Percentages of fat, bone, and muscle in the human body; amount of body fat in proportion to lean body mass.
- Body mass index (BMI)**—Measure of body fat based on height and weight that applies to adult men and women; used to determine if a person is underweight, at normal weight, overweight, or obese.
- Body movement**—How the body moves; quality of movement, including time, space, force, and flow.
- Cardiorespiratory efficiency**—Ability of lungs, heart, and blood vessels to deliver adequate amounts of nutrients to meet demands of prolonged physical activity.
- Cognitive development**—Acquisition of knowledge and understanding of movement concepts, rules, and strategies related to physical activity.
- Cue**—Key word used to quickly communicate a desired technique or skill. Examples of cues used for skipping are *step-hop*, *step-hop*.
- Dynamic**—Involving movement.
- Flexibility**—Ability to move joints through a full range of motion.
- Fundamental movement**—Basic or functional skills that form the foundation for lifelong physical activity. Categories include locomotor, nonlocomotor, and manipulative skills.
- Frequency, intensity, time, and type (F.I.T.T)**—Exercise factors identified as necessary for the development of cardiorespiratory endurance; known as the F.I.T.T. principle.
- Health-related fitness**—Ability to perform physical activities to enhance cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
- Intensity**—Degree of exercise strength, force, or energy necessary to improve personal physical fitness. Exercise intensity ranges from moderate to vigorous.

**Lifelong Individualized Fitness Education (LIFE)**—Required Grades 9-12 course designed to promote lifelong physical fitness; course highly recommended for students in Grade 9.

**Lifetime activity**—Exercise performed on a daily basis throughout a life span. Examples include working in the yard and walking up a set of stairs.

**Locomotor movement**—Traveling movement that includes walking, running, and skipping.

**Long-handled implement**—Equipment with a long handle such as a hockey stick, softball bat, or golf club.

**Manipulative skill**—Movement involving control of an object by hands, feet, or other body parts. Examples of manipulative skills are throwing, catching, and kicking.

**Movement vocabulary**—Terms used to describe how a skill is performed. Examples of terms used to describe walking include *fast*, *slow*, *around*, and *between*.

**Muscular endurance**—Ability of muscles to contract many times without tiring or ability of muscles to hold a contraction for a long period of time.

**Muscular strength**—Ability of muscles to exert a force one time.

**Obese**—Having a BMI of 30 or higher.

**Overweight**—Having a BMI ranging from 25 to 29.9.

**Pedometer**—Instrument used to measure movement such as number of steps taken during a specific activity.

**Physical activity**—Use of large body muscles through movement in sports, dances, daily routines necessary to accomplish a task, and physical fitness exercise programs.

**Physical fitness**—State in which a person is able to successfully engage in and enjoy physical activity without discomfort both during and after the activity.

**Physiological change**—Modification in the body specific to type of exercise performed. Examples include lower heart rate and decrease in blood pressure.

**Principle of reversibility**—Affirms that change occurring with exercise is reversible. For example, if a person stops exercising, the body deconditions and adapts to decreased amount of activity.

**Principle of specificity**—Affirms that only muscles or body systems being exercised show beneficial change.

**Progression**—Sequential presentation of a skill. Progressions may be from simple to complex or from cooperative to competitive.

**Quality of movement**—How the body moves in relationship to time, space, force, and flow.

**Recreational activity**—Exercise involving vigorous bursts of activity with brief periods of rest. Examples include basketball, tennis, and soccer.

**Relationships**—Interactions among body parts, people, and equipment.

**Short-handled implement**—Equipment with a short handle such as a tennis racket or a ping-pong paddle.

**Space awareness**—Where the body moves, including direction, pathway, level, plane, and extension.

**Spirometer**—Instrument used to measure volume of air entering and exiting the lungs.