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Alabama Course of Study: Physical Education
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Eric G. Mackey, State Superintendent of Education
Alabama State Department of Education

Adopted and approved by the Alabama State Board of Education March 14, 2019

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STATE SUPERINTENDENT OF EDUCATION'S MESSAGE

Dear Educator:

Quality physical education is an essential component of the educational preparation for Alabama students with planned, sequential, standards-based curriculum and instruction. It is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. A quality physical education program is an essential part of the Whole School, Whole Child, Whole Community (WSCC) and the Every Student Succeeds Act (ESSA), which promotes a well-rounded education for every child. Strong evidence demonstrates that the physical fitness and motor skill development of children and youth are substantially enhanced by a quality physical education program. Active Living Research concludes more time in physical education leads to improved grades and standardized test scores. In schools that are under government mandates to bridge the achievement gap, physical education can actually help improve the students' scores.

The learning environment in physical education has changed dramatically since the start of the 21st century. Previously a sports- and recreation-based class, physical education has transformed into a content area focused on behavioral changes and lifelong healthful living. (Committee on Physical Activity and Physical Education in the School Environment; Food and Nutrition Board; Institute of Medicine, 2013, Ennis, 2014).

The 2019 *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.

The Centers for Disease Control and Prevention (CDC) states that regular physical activity has a positive impact on cognitive skills, attitudes, and academics, which are important for improving academic outcomes. Physical activity enhances concentration and attention and improves classroom behavior.

With a strong foundation provided by this course of study, we continue to build a relationship between physical education, arts, literacy and other content areas to ensure every child has a well-rounded education. Our ultimate goal is to create life-long healthy learners.

Eric G. Mackey
State Superintendent of Education

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Alabama Course of Study: Physical Education

Table of Contents

| | |
|---|----|
| Preface..... | v |
| Acknowledgements | 1 |
| General Introduction..... | 4 |
| Synopsis of Laws, Regulations, and Resolutions Relating to Physical Education | 6 |
| Conceptual Framework | 9 |
| Position Statements | 11 |
| Directions for Interpreting the Standards..... | 17 |
| Anchor Standards for K-12 Physical Education..... | 19 |
| Grades K-5 Overview | 20 |
| Grades K-5 Standards..... | 22 |
| Grades 6-8 Overview | 35 |
| Grades 6-8 Standards..... | 37 |
| Grades 9-12 Overview | 48 |
| Beginning Kinesiology..... | 50 |
| High School Physical Education Elective Courses | 57 |
| Appendix A: Curriculum Development/Design..... | 75 |
| Appendix B: Designing and Planning Scope and Sequence..... | 76 |
| Appendix C: Indicators of Effective Physical Education Instruction..... | 77 |
| Appendix D: Instructionally Appropriate Activities..... | 79 |
| Appendix E: Assessment Sample Grading Rubric..... | 80 |
| Appendix F: Rate of Perceived Exertion..... | 81 |
| Appendix G: Kinesiology Courses Pacing Guide..... | 82 |

| | |
|--|-----|
| Appendix H: Weekly Lesson Plan Template..... | 83 |
| Appendix I: Activity Categories with Examples..... | 85 |
| Appendix J: Major Muscle Groups..... | 86 |
| Appendix K: Skill Related Fitness..... | 87 |
| Appendix L: FITT Principle..... | 88 |
| Appendix M: Middle School Physical Education..... | 89 |
| Appendix N: Preschool Physical Education Standards..... | 98 |
| Appendix O; Alabama High School Graduation Requirements..... | 99 |
| Appendix P: Literacy Standards..... | 100 |
| Bibliography..... | 110 |
| Glossary | 112 |

Preface

The 2018-2019 Physical Education Course of Study Subcommittee extensively used the *National Standards and Grade-Level Outcomes for Physical Education*, published by Society of Health and Physical Educators (SHAPE) America in 2013. In addition, subcommittee members attended state, regional, and national conferences; read professional journals and researched best practices; reviewed similar courses of study from other states; listened and responded to public comments and to outside reviewers from Alabama’s postsecondary institutions; used each member’s academic and experiential knowledge; and discussed issues among themselves and with colleagues. Finally, the subcommittee reached consensus and developed what it believes to be the best possible physical education course of study for Alabama’s K-12 students.

Acknowledgements

Alabama Course of Study: Physical Education

This document was developed by the 2018-2019 Alabama Physical Education Course of Study Subcommittee of the Health and Physical Education Committee and Task Force, composed of early childhood, intermediate school, 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 of 2018 and submitted the document to the Alabama State Board of Education for adoption at the March 2019 meeting.

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Alabama Course of Study: Physical Education General Introduction

The 2019 *Alabama Course of Study: Physical Education* provides the framework for the physical education program for Grades K-12 in Alabama's public schools. The document outlines content standards for physical education in Grades K-8; the required high school course, Beginning Kinesiology; and high school elective courses. These standards emphasize a continuum of learning, building on elements taught in each grade. For this reason, standards for Grades K-5 and 6-8 have been formatted to make the document more user-friendly, allowing teachers to see progression across the grade levels. Alabama's physical education program focuses on both student participation and student learning to achieve mastery of the content standards within this document.

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

The 2019 *Alabama Course of Study: Physical Education* is based upon current knowledge and research regarding developmentally appropriate practices, outcomes, and objectives. It identifies the minimum content that students must know by the end of each grade level or course and provides guidance for educators in designing quality physical education programs characterized by strong curriculum and positive learning opportunities. By participating in quality physical education programs, students become physically literate and active for life.

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

National statistics clearly indicate that the prevalence of overweight and obese children has reached alarming levels. Research shows that students who participate in regular, fitness-based physical education show improved health, enhanced academic achievement, increased on-task behavior, better concentration, decreased absenteeism, healthier school culture, and increased problem-solving skills.¹ Every Student Succeeds Act (ESSA) emphasizes the importance of physical education in the well-rounded education of all students. Physical education encourages a positive attitude toward self and others, an important factor in creating a safe and healthy learning environment, which fits perfectly with Alabama's vision for education.

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

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

The “HOW” IS NOT INCLUDED IN THE STANDARDS

The standards in the 2019 *Alabama Course of Study: Physical Education* define what all students are expected to know and be able to do, **not** how teachers should teach. Standards focus on what is essential; they do not attempt to describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The standards must be implemented by a well-developed, skills- and content-rich curriculum and a program consistent with the expectations laid out in this document. School-based sports programs are not a substitute for a quality physical education program.

The standards set specific expectations for each grade, but do not fully reflect the great variety of abilities, needs, learning rates, and achievement levels of students in any given classroom. Therefore, the standards do not define the intervention methods or materials necessary to support students who are below or above grade-level expectations. While all students must have the opportunity to access the knowledge and develop the skills necessary for lifelong physical literacy, it is beyond the scope of the 2019 *Alabama Course of Study: Physical Education* to define the full range of supports appropriate for the physical education of students with special needs.

Cardiopulmonary Resuscitation (CPR), Automatic External Defibrillator (AED) use, and first aid are covered in the standards for health education and are therefore not included in standards for physical education.

Although it is not specifically articulated in the standards, the mind-body connection, which contributes greatly to a well-rounded education, is a core concept in everything taught in physical education. Growing research continues to show that increased academic success correlates with increased physical activity. Mind-body connection is a concept that should be integrated into every aspect of a quality physical education program.

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.

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 v. McCall

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

Grades K-8 Requirement

Daily physical education instruction is required for a minimum of 30 minutes for Grades K-5 and a minimum of 50 minutes for Grades 6-8 with no exceptions or substitutions and may not be combined with lunch time. Recess time may not be substituted for physical education and should not take place immediately before or after physical education class time. (*Code of Alabama* 1975, §16-40-1).

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.

Physical Education Certification Requirements

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).

Synopsis of Laws, Regulations, and Resolutions, [continued]

All elementary physical education classes must be taught by:

1. A certified physical education teacher employed to teach physical education; or
2. A paraprofessional employed to provide additional instruction in physical education classes on the same campus under the direct supervision of a certified physical education specialist, who must follow the lesson plans provided by the physical education specialist; or
3. A classroom teacher certified to teach physical education only to their homeroom students.

Notes: All physical education teachers who hold Alabama Grades P-12 Certification in Physical Education are required by law to provide instruction to all students (Alabama Administrative Code, Chapter 290-3-3-.33). Certification or endorsement in adapted physical education is not required in Alabama.

No Exception to Required One-Credit Physical Education 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).

Alabama Physical Fitness Assessment Requirement

The Alabama Physical Fitness Assessment must be administered to Grade 2-12 students, including students who receive exemptions from the State Superintendent of Education. Fitness data must be reported to the State Department of Education (SDE) (*Alabama Administrative Code, Chapter 290-3-1(ii)*).

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).

Accountability Law

Nothing in the Core Curriculum 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)).

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 contracted to provide instruction or therapy for severely handicapped students.

Alabama Course of Study: Physical Education

Conceptual Framework

The conceptual framework highlights the important features of the 2019 *Alabama Course of Study: Physical Education*. ***Physical Literacy for a Lifetime*** is the overall goal of Alabama’s physical education program, from kindergarten through high school. The phrase is placed prominently at the center of the state map, highlighting the aim of physical education – to have a positive, lasting impact on the lives of all Alabama students. The background of the state is filled with positive terms which highlight the importance of activity in achieving a healthy lifestyle. The goal is surrounded by five anchor standards which form the foundation for physical literacy. These interconnected standards are addressed at every grade level to achieve a balanced approach to becoming a physically literate individual.

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

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

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

Personal and social behavior highlights the importance of developing behaviors that demonstrate respect for self and others. These standards focus on creating opportunities for students to exhibit personally and socially responsible attitudes and behaviors when interacting with others, participating in competitive activities, handling conflict, and showing appropriate sporting behavior both as participants, assistants enabling others, and as spectators. These skills learned in physical education class will be valuable in personal and social situations for the rest of students’ lives.

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

Position Statements

Quality Physical Education Program

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

Physical Literacy

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

Citation

J. Mandigo, N. Francis, K. Lodewyk, R. Lopez, *Physical Literacy for Educators*, *Physical Education Health J*, 75 (2012), pp. 27-30

Program Purpose

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

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

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

Whole School, Whole Child, Whole Community

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

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

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

Adapted Physical Education

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

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

Physically Active Students

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

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

Physical Activity vs. Physical Education

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

Brain Boosters

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

Brain boosters cannot take the place of recess. They should be additional opportunities for physical activity throughout the day.

Recess/Breaks

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

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

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

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

Incorporating Multiple Content Standards

The standards taught in physical education are best learned in conjunction with one another. Skills or concepts are not learned independently of each other. Teaching multiple standards concurrently puts students into a natural learning environment, allowing their brains to process relationships and connections among standards. Teaching multiple standards accelerates the student's ability to learn and retain information and motor skills more efficiently.

Instructionally and Developmentally Appropriate Activities

Society of Health and Physical Educators (SHAPE) America has identified many activities as inappropriate for use in physical education class; however, many of those activities can be **modified** to make them appropriate. Diligence and judgment should always be used in selecting appropriate activities for each grade level. Best practices in a quality physical education program should include a safe, positive, and inclusive environment, maximum participation by all students, cognitive and skill development, and standards-based instruction. Refer to Appendix D for further information.

Appropriate Use of Technology in Physical Education

The use of instructional technology in physical education should supplement, not substitute for, effective instruction. Therefore, technology should be used to enhance student learning, not take the place of teacher-led instruction. By incorporating technology effectively, physical education teachers can create varied and dynamic classrooms and can improve students' engagement and motivation. Technology can be utilized throughout the learning process including, but not limited to, teacher preparation, effective instruction, student self-analysis and feedback, student generated activities/projects, data collection and analysis, record keeping, and communication. Because school funding is often limited, some physical education teachers may perceive barriers to integrating technology effectively. Funding for technology is often available within school district budgets. Physical education teachers who can effectively demonstrate the need for technology equipment and resources may be eligible for this type of funding.

Additionally, the use of assistive technology may be beneficial for students with special needs. Physical education teachers should collaborate with the special education coordinator and/or the adapted physical education specialist to learn about the appropriate assistive technology that is accessible in order to meet the needs of students with all ability levels.

Assessment

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

While wearing prescribed apparel is important during physical activity, it should not be a major factor in determining students' grades. In addition, the Alabama Physical Fitness Assessment is not intended to be used as a formal assessment tool for assigning numerical or letter grades.

Class Size

In order to maintain student safety and ensure that quality instruction can occur, the Southern Association of Colleges and Schools (SACS) recommends that elementary physical education teachers meet no more than 1,000 students per week, and that middle school and high school physical education teachers have no more than 200 students per day. It is recommended that physical education class sizes be comparable to class sizes in other content areas.

Administrative Support

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

Physical Education Graduation Requirement

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

Beginning Kinesiology cannot be replaced with extra-curricular activities or other courses that do not meet the criteria for high-quality physical education programs.

Alabama Physical Fitness Assessment (APFA)

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

The APFA focuses on health-related fitness, which is linked to fitness components that may lower student health risks such as high blood pressure, diabetes, and lower back pain. It is designed to comprehensively assess the health and physical fitness of all Alabama students. This assessment, which is criterion-referenced, targets achieving and maintaining a healthy level of fitness in the areas of aerobic cardiovascular endurance, muscular strength/endurance, abdominal strength/endurance, and flexibility.) (*Alabama Administrative Code, Chapter 290-3-1(ii).*)

Alternative Lesson Plans

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

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

Appropriate and Safe Attire for Physical Education

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

Medical Excuses

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

Extreme Temperatures

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

Concussions

Concussions are a possibility in any school setting. Schools are responsible for the health and safety of students daily. It is important for all educators, especially physical educators, to know about concussions, concussion prevention, and how to recognize common signs and symptoms. Each local school district should have a policy that addresses concussion protocol.

Directions for Interpreting the Standards

Course of Study standards have three main components:

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

Content Standards define what students should know or be able to do at the conclusion of the grade level or course. Content standards in this document contain minimum required content. A content standard may include sub-standards (indicated by letters of the alphabet) which are also part of the minimum required content. Each content standard completes the sentence “Students can...”

Examples clarify content standards. Examples are not required to be taught.

Content Identifiers – Grade level content identifiers are in the left column of each table and are in bold print. Progression of content standards is shown moving from left to right in the table.

Numbering of Standards – In Grades K-8, the grade level is listed first, followed by the anchor standard number and then the content standard number. Thus **6-1.3** means **Grade 6-Anchor Standard 1.Content Standard 3**, as shown in the table below.

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|---------------------------|---|--|---|--|
| Anchor Standard | Anchor Standard 2: Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i> | | | |
| | Standard 2 | Grade 6 <i>Students can:</i> | Grade 7 <i>Students can:</i> | Grade 8 <i>Students can:</i> |
| Content Identifier | 2.1 Movement Concepts <i>Rules</i> | 6-2.1 Demonstrate a basic knowledge of the rules and regulations for a variety of games and activities. Examples: modified game play, formative and summative assessments | 7-2.1 Use the rules and regulations of a variety of activities and demonstrate a basic knowledge regarding techniques and strategies related to those activities. | 8-2.1 Apply the rules, techniques, and strategies for a variety of games and activities to play a modified game. |
| | | Content Standard | Content Standard | Content Standard |

High school courses are indicated the same way, with an abbreviation of the name of the course inserted in place of the grade level. For example, **BK-2.1** means **Beginning Kinesiology-Anchor Standard 2. Content Standard 1**, as shown in the table below.

Outcomes for high school students are organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable lifelong health habits.

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

APE=Adapted Physical Education accommodations

Imbedded into all the grade-level standards are suggestions for adapted physical education, indicating ways to make accommodations for students with disabilities.

Example:

APE accommodation suggestions: Sliding, galloping, jogging, and running – Hand holding assistance to increase speed and balance, fast pace walking, shorten distance, and peer assistance (sliding – step together step, side to side).

Anchor Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals. *Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.* A physically literate individual is motivated, physically confident, and knowledgeable, and understands the value of and personal responsibility for engagement in a lifetime of physical activities.

Standard 1: Motor Skill and Movement Patterns

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Movement and Performance

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

Standard 3: Physical Activity and Fitness

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

Standard 4: Personal and Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: Values Physical Activity

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

GRADES K-5 OVERVIEW

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

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

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

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

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

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

Large-group activities and modified game settings are introduced, while individual and small-group activities are still encouraged for skill development. Although students often become very interested in competitive activities, competition should not be the primary focus of a quality physical education program.

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

Grades K-5 Standards

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

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

Anchor Standard 1: Motor Skills and Movement Patterns: *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)

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

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

Anchor Standard 1: Motor Skills and Movement Patterns: *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)

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

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| <p>1.7 Non-locomotor Skills (stability)</p> <p><i>Weight transfer, rolling</i></p> | <p>K-1.7 Attempt to transfer weight from one body part to another: a. In self-space. Examples: three body parts to two body parts, crab walk position to plank position b. By rolling sideways in multiple body shapes. Examples: log roll, egg roll, pencil roll</p> | <p>1-1.7 Transfer weight from one body part to another in self-space with both narrow and curled body shapes.</p> | <p>2-1.7 Transition weight from various bases of support by:</p> <ul style="list-style-type: none"> • Transferring weight from feet to different body parts while maintaining balance. • Rolling in different directions with both a narrow and curled body shape. | <p>3-1.7 Transfer weight from feet to hands for momentary weight support both individually and in various partner stunts and counter balance. Examples: tripod balance, headstand, back to back, wheelbarrow, toe to toe stand</p> | <p>4-1.7 Combine traveling with balance and weight transfers to create a sequence with or without equipment.</p> | <p>5-1.7 Transfer weight in movement patterns by combining actions and balances to create a sequence with a partner, with or without equipment.</p> |
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APE accommodation suggestions: Rolling – hand over hand assistance; peer assistance and modeling.

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

Anchor Standard 1: Motor Skills and Movement Patterns: *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)

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| 1.8 Manipulative Skills <i>Underhand and overhand throw</i> | K-1.8 Attempt underhand and overhand throw. | 1-1.8 Throw underhand and overhand with hand/foot opposition. | 2-1.8 Throw underhand and overhand, demonstrating correct form with hand/foot opposition. | 3-1.8 Throw underhand and overhand to a partner or target with accuracy. | 4-1.8 Throw underhand and overhand to a partner or target for accuracy and distance. | 5-1.8 Throw underhand and overhand using correct form in dynamic environments. |
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APE accommodation suggestions: Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful; also use ball launchers.

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| 1.9 Manipulative Skills <i>Catching</i> | K-1.9 Attempt to catch a dropped ball from varying heights. | 1-1.9 Catch various sizes of soft objects from a self-toss before they hit the ground. | 2-1.9 Catch a self-tossed or well-thrown object with hands, not trapping or cradling against the body. | 3-1.9 Catch a ball thrown by a partner, demonstrating correct form. | 4-1.9 Catch a ball, thrown at varying levels and distances by a partner, with correct form. | 5-1.9 Catch with correct form in dynamic individual, partner, and small group activities. |
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APE accommodation suggestions: Decrease distance ball is tossed, rolled, or bounced; and provide students the opportunity to catch an object using a bucket or basket. Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, fleece ball, and a balloon (be aware of latex allergies).

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| 1.10 Manipulative Skills <i>Dribbling and/or ball control with hands</i> | K-1.10 Attempt to dribble a ball with one hand using consecutive contacts. | 1-1.10 Dribble continuously in a stationary position, using the preferred hand. | 2-1.10 Dribble continuously in self-space and while traveling, with preferred hand, demonstrating correct form. | 3-1.10 Dribble and travel continuously in general space at varying speeds, demonstrating control of ball and body. | 4-1.10 Dribble continuously with both the preferred and the non-preferred hands, using correct form. | 5-1.10 Dribble continuously with both the preferred and the non-preferred hands in dynamic individual, partner, and small group activities. |
| 1.11 Manipulative Skills <i>Dribbling/ball control with feet</i> | K-1.11 Tap a ball forward, using inside of foot. | 1-1.11 Walk while tapping a ball, using alternating feet. | 2-1.11 Dribble with alternating feet, demonstrating control of ball and body. | 3-1.11 Dribble with alternating feet, demonstrating control of ball and body at varying speeds. | 4-1.11 Dribble with the feet in general space with control of ball and body in a dynamic setting. | 5-1.11 Apply foot dribbling in individual, partner, and small group activities. |

APE accommodation suggestions: Use large playground ball; drop and catch, alternating dribble with peer or tethered ball.

Anchor Standard 1: Motor Skills and Movement Patterns: *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)

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| <p>1.12 Manipulative Skills <i>Passing and receiving with feet</i></p> | <p>K-1.12 Attempt to pass and trap a slow-moving ball.</p> | <p>1-1.12 Pass and trap a moving ball in a static environment, demonstrating correct form.</p> | <p>2-1.12 Pass and trap a ball with accuracy to a partner, using varying force and distance.</p> | <p>3-1.12 Pass and receive a ball with a stationary partner, using the outsides and insides of the feet to and absorbing force on reception before returning the pass.</p> | <p>4-1.12 Pass and receive a ball with a moving partner, using both feet and demonstrating control of ball and body at varying speeds.</p> | <p>5-1.12 Apply passing and receiving with either foot in partner and small group activities, using correct form.</p> |
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APE accommodation suggestions: Use larger ball and/or larger targets.

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| <p>1.13 Manipulative Skills <i>Kicking, punting</i></p> | <p>K-1.13 Kick a stationary ball, planting foot and making contact with shoelaces.</p> | <p>1-1.13 Approach a stationary ball, make contact below center line, and kick it forward.</p> | <p>2-1.13 Demonstrate kicking skills by:</p> <ul style="list-style-type: none"> • Using a running approach towards a stationary ball with correct form. • Attempting to make contact with a moving ball. • Attempting to kick a dropped ball/object, making contact with shoelaces. | <p>3-1.13 Demonstrate a continuous running approach to kick a ball along the ground and in the air.</p> | <p>4-1.13 Demonstrate kicking skills using correct form with:</p> <ul style="list-style-type: none"> • A ball at a target for accuracy from varying distances. • A dropped ball/object, making contact with shoelaces. | <p>5-1.13 Demonstrate correct form in kicking and punting in partner and small-group activities.</p> |
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| Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i> | | | | | | |
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| 1.14 Manipulative Skills <i>Volleying, overhead and underhand</i> | K-1.14 Independently volley a lightweight object with varying body parts. Examples: balloon, beach ball, foam ball | 1-1.14 Independently volley a lightweight object upward with consecutive hits. | 2-1.14 Demonstrate volleying lightweight objects with partner. | 3-1.14 Demonstrate volleying a ball with an underhand and overhand technique with a partner. | 4-1.14 Demonstrate volleying a ball using a two-hand overhead and underhand technique, sending it upwards toward a target. | 5-1.14 Demonstrate volleying a ball with a two-hand overhead and underhand technique, in a dynamic environment. Examples: two square, four square, handball, spike ball |
| APE accommodation suggestion: Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball. | | | | | | |
| 1.15 Manipulative Skills <i>Striking, short implement</i> | K-1.15 Attempt to strike a lightweight object with a paddle or other short-handled implement. | 1-1.15 Demonstrate striking a lightweight object upward with a short-handled implement. | 2-1.15 Demonstrate striking a lightweight object upward with a short-handled implement, using consecutive hits. | 3-1.15 Demonstrate striking a lightweight object with a short-handled implement, sending it forward over a low net or to a wall while demonstrating correct form. | 4-1.15 Demonstrate striking a lightweight object with a short-handled implement, alternating hits with a partner over a low net or against a wall. | 5-1.15 Apply the skill of striking an object consecutively using a short-handled implement in competitive or cooperative game environments. |
| APE accommodation suggestion: Use longer or shorter implements for student success in controlling the implement; and hand over hand assistance. | | | | | | |
| 1.16 Manipulative Skills <i>Striking, long implement (hockey stick, putter, noodle, bat, badminton racquet, pillow polo stick, etc.)</i> | K-1.16 Attempt to strike a stationary object with a long-handled implement. | 1-1.16 Strike a stationary object with a long-handled implement using correct hand placement. | 2-1.16 Strike an object, using correct hand placement and proper body orientation. | 3-1.16 Strike a moving object with a long-handled implement, sending it forward, while using correct form. | 4-1.16 Strike an object toward a target with accuracy at varying distances. | 5-1.16 Strike an object to a target in partner and small group activities. |

Anchor Standard 1: Motor Skills and Movement Patterns: *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)

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| <p>1.17 Manipulative Skills <i>Jumping rope</i></p> | <p>K-1.17 Attempt a single jump with self-turned rope.</p> | <p>1-1.17 Demonstrate rope skills by:</p> <ul style="list-style-type: none"> • Jumping self-turned rope • Attempting to turn a long rope multiple times consecutively with a partner. | <p>2-1.17 Demonstrate rope skills with correct form by:</p> <ul style="list-style-type: none"> • Jumping a self-turned rope consecutively forward and backward. • Jumping a long rope multiple times consecutively with student turners. | <p>3-1.17 Jump rope using intermediate skills for both long and short ropes. Examples: a variety of tricks, running in and out of long rope</p> | <p>4-1.17 Create and perform a jump rope sequence combining a variety of skills, using either a short or long rope.</p> | <p>5-1.18 Create and perform a jump rope sequence combining a variety of skills with a partner, using either a short or long rope.</p> |
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APE accommodation suggestions: Place rope on ground, step over self-turned rope, cut a rope in half and tie knots at ends; and provide verbal prompting.

Anchor Standard 2: Movement and performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

| Standard 2 | Kindergarten <i>Students can:</i> | Grade 1 <i>Students can:</i> | Grade 2 <i>Students can:</i> | Grade 3 <i>Students can:</i> | Grade 4 <i>Students can:</i> | Grade 5 <i>Students can:</i> |
|---|---|--|--|---|--|---|
| 2.1 Movement Concepts <i>Space</i> | K-2.1 Demonstrate the difference between movement in personal and general space while attempting to maintain self-control. | 1-2.1 Demonstrate moving in personal and general space while maintaining self-control, in response to designated class expectations. | 2-2.1 Apply the concept of personal and general space during class activities. | 3-2.1 Demonstrate the concept of spatial awareness in a dynamic environment. | 4-2.1 Understand the concepts of open and closed spaces in small group activities while moving or traveling. | 5-2.1 Understand and apply spatial awareness skills in a game setting. |
| <i>APE accommodation suggestions:</i> Verbal prompting, redirection and/or modeling; and use directional poly spots. | | | | | | |
| 2.2 Movement concepts <i>Pathways, shapes, levels</i> | K-2.2 Travel by: <ul style="list-style-type: none"> • Using various pathways. • Demonstrating various levels. | 1-2.2 Understand and employ a variety of relationships with objects. Examples: over, under, around, through | 2-2.2 Integrate shapes, levels, and pathways into simple movement sequences. | 3-2.2 Demonstrate shapes, levels, and pathways specific to a wide variety of physical activities. | 4-2.2 Combine movement concepts of pathways, shapes, and levels with skills in small group activities. | 5-2.2 Execute combined movement concepts of pathways, shapes, and levels with skills in various physical activity settings. |

Anchor Standard 2: Movement and performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.* (Continued)

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| <p>2.3 Movement Concepts</p> <p><i>Speed, direction, force</i></p> | <p>K-2.3 Travel:</p> <ul style="list-style-type: none"> • In general space with varying speeds. • Attempting directionality concepts. <p>Examples: left, right, up, down, over, under</p> | <p>1-2.3 Demonstrate the difference between strong and light force.</p> | <p>2-2.3 Recognize and adjust exertion of force on an object required during an activity.</p> | <p>3-2.3 Demonstrate the concepts of speed, direction, and force with skills applicable to a wide variety of physical activities.</p> | <p>4-2.3 Combine concepts of speed, direction, and force with skills in small group activities.</p> | <p>5-2.3 Execute combined concepts of speed, direction, and force with skills in various physical activity settings.</p> |
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APE accommodation suggestions: Verbal prompting and use directional poly spots.

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| <p>2.4 Movement concepts</p> <p><i>Strategies & tactics</i></p> | <p>K-2.4 <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p>1-2.4 <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p>2-2.4 <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p>3-2.4 Demonstrate simple strategies and tactics in chasing and fleeing activities.</p> | <p>4-2.4 Demonstrate simple offensive and defensive strategies and tactics in a variety of game settings.</p> | <p>5-2.4 Apply skills learned in earlier grades – simple strategies and tactics in chasing/fleeing, offensive/defensive strategies and tactics.</p> |
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Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

| Standard 3 | Kindergarten <i>Students can:</i> | Grade 1 <i>Students can:</i> | Grade 2 <i>Students can:</i> | Grade 3 <i>Students can:</i> | Grade 4 <i>Students can:</i> | Grade 5 <i>Students can:</i> |
|---|---|--|--|--|---|---|
| 3.1 Physical activity knowledge | K-3.1 Differentiate between active play and non-active play outside physical education class. | 1-3.1 Identify the benefits of participating in physical activity for at least 60 minutes a day. | 2-3.1 Describe the benefits of participating in moderate to vigorous activities outside physical education class. | 3-3.1 List physical activity opportunities outside physical education class. | 4-3.1 Record participation in physical activities outside physical education class. | 5-3.1 Compare and contrast fitness benefits of various physical activities. |
| APE accommodation suggestions: Verbal prompting and peer assistance to model correct physical education participation. | | | | | | |
| 3.2 Engagement in physical activity | K-3.2 Participate in physical education class. | 1-3.2 Actively engage in physical education class. | 2-3.2 Actively engage in physical education class in response to instruction and practice. | 3-3.2 Actively engage in physical education class with little or no teacher redirection. | 4-3.2 Actively engage in physical education class, both with teacher direction and independently. | 5-3.2 Actively engage in all components of physical education to the best of his/her ability. |
| 3.3 Fitness knowledge | K-3.3 Discover the connection between physical activity and change in heart rate and breathing. | 1-3.3 Verbalize how active play and physical activity strengthen the heart muscle. | 2-3.3 Identify physical activities that contribute to a high level of fitness and the importance of warm-up and cool-down related to vigorous physical activity. | 3-3.3 Describe the components of health-related fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance). | 4-3.3 Describe the difference between skill-related and health-related fitness. | 5-3.3 Identify each component of the FITT Principle (frequency, intensity, time, and type). |

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

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

APE accommodation suggestions: Verbal prompting and redirecting, and peer assistance to model proper personal and social behaviors.

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

| Standard 5 | Kindergarten <i>Students can:</i> | Grade 1 <i>Students can:</i> | Grade 2 <i>Students can:</i> | Grade 3 <i>Students can:</i> | Grade 4 <i>Students can:</i> | Grade 5 <i>Students can:</i> |
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| 5.1 Health | K-5.1 Acknowledge that physical activity is important for good health. | 1-5.1 Identify physical activity as a component of good health. | 2-5.1 Describe the relationship between physical activity and good health. | 3-5.1 Verbalize the value of being balanced in social, emotional, physical, mental, and environmental health. | 4-5.1 Compare and contrast an active lifestyle with a sedentary lifestyle. | 5-5.1 Explain and identify the health benefits of participating in various physical activities. |
| 5.2 Challenge | K-5.2 Acknowledge that physical activities require varying degrees of challenge and difficulty. | 1-5.2 Explain that continued practice in physical activities can lead to success. | 2-5.2 Identify physical activities that build confidence and activities that are challenging. | 3-5.2 Explain the challenge that comes from learning a new physical activity. | 4-5.2 Rate physical activities based on enjoyment. | 5-5.2 Create a visual product or written essay about the enjoyment and/or challenge of participating in a favorite physical activity. Examples: poster, drawing, comic strip, creative dance, skit, media presentation |
| 5.3 Self-expression and enjoyment | K-5.3 Name physical activities that are enjoyable. | 1-5.3 Recall positive feelings that result from participating in physical activities. | 2-5.3 List physical activities that provide self-expression. | 3-5.3 Share the reasons for enjoying various physical activities. | 4-5.3 Prioritize different physical activities based on enjoyment. | 5-5.3 Explain the difference between physical activities that are enjoyable and activities that are more challenging. |

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.* (Continued)

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| <p>5.4 Social interaction</p> | <p>K-5.4 Discuss the enjoyment of active play with peers.</p> | <p>1-5.4 Share personal reasons for enjoying physical activities that involve peers.</p> | <p>2-5.4 Describe the positive social interactions that come when engaging with others in physical activity.</p> | <p>3-5.4 Identify and compare the positive social interactions when engaging in partner, small-group, and large-group physical activities.</p> | <p>4-5.4 Explain the social benefits gained from participating in physical activity at recess, in youth sports, or in other settings.</p> | <p>5-5.4 Lead or teach their favorite physical activity to their peers.</p> |
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APE accommodation suggestions: Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling.

GRADES 6-8 OVERVIEW

The goal of physical education in Grades 6-8 is to develop physically literate individuals. A high-quality middle school physical education program follows a curriculum which is based on standards and grounded in an understanding of the characteristics of students.

- **Skill execution** and implementation of strategies and tactics rather than development becomes the focus of the program as basic motor skills are refined and offensive/defensive strategies are implemented in modified games and activities.
- **Physical characteristics** include rapid growth, improvement of coordination and balance, and improved endurance as heart and lung sizes increase.
 - Students in this grade range display unique developmental characteristics as they experience the intellectual, physical, emotional, and social changes that accompany the transition from childhood to adolescence. Within this age group, students of the same age may vary widely in terms of physical maturity, and the rapid changes they experience may disrupt balance, coordination, and strength. During sixth grade, most girls are more physically developed and exhibit greater strength than boys; however, by the end of eighth grade, this trend typically reverses.
- **Cognitive skills** continue to increase in complexity, allowing students to learn the concepts and values needed to become physically literate individuals.
 - Opportunities to express these new thoughts, feelings, and opinions are incorporated into standards designed to encourage the creation and modification of games, activities, and dance routines that broaden personal interests. Students need a wide variety of opportunities to exercise their growing bodies. They learn to use technology to record and track physical activity
- **Social skills** will continue to develop during middle school as students form positive relationships with peers and adults.
 - Peer group acceptance is very important to this age group. Standards focus on exhibiting sport-specific etiquette, respecting officials, applying proper safety practices, and displaying positive behavior in an active environment. Students recognize physical activity as a positive opportunity for social and group interaction and develop appropriate cooperative and competitive behaviors.

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

Physical education in Grades 6-8 should be conducted in an inclusive environment. This should include

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

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

Grades 6-8 Standards

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

Note: Swimming skills and water-safety activities should be taught if facilities permit.

| Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i> | | | |
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| Standard 1 | Grade 6 <i>Students can:</i> | Grade 7 <i>Students can:</i> | Grade 8 <i>Students can:</i> |
| 1.1 Locomotor <i>Dance and rhythms</i> | 6-1.1 Recognize and identify correct rhythmic activities and sequences of steps for various dance forms. Examples: folk, social, creative, line, world dance, hip-hop, stomp, haka | 7-1.1 Demonstrate accurate rhythmic activities and sequences of steps for multiple dance forms. Examples: folk, social, creative, line, world dance, hip-hop, stomp, haka | 8-1.1 Create a movement sequence to music as an individual or in a group to display command of rhythm and timing. |
| APE accommodation suggestions: Slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts, review/practice, and peer assistance and modeling. | | | |
| 1.2 Manipulative <i>Throwing</i> | 6-1.2 Throw using the proper form for distance or power appropriate to the practice task. Examples: bocce, horseshoes, baseball, softball | 7-1.2 Throw using the proper form for distance or power appropriate to the activity in a dynamic environment. Examples: throwing to a moving receiver, give and go passing | 8-1.2 Throw using the proper form for distance or power appropriate to the activity during small-sided game play. |
| APE accommodation suggestions: Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing successful; and use ball launchers. | | | |
| 1.3 Manipulative <i>Catching</i> | 6-1.3 Catch using the proper form from a variety of trajectories using various objects and tasks. | 7-1.3 Catch using the proper form from a variety of trajectories using different objects in small-sided game play. | 8-1.3 Catch using an implement in a dynamic environment or modified game play. Examples: lacrosse stick, glove |
| APE accommodation suggestions: Decrease distance ball is tossed, rolled or bounced; and provide students the opportunity to catch an object using a bucket or a basket. Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, fleece ball and balloon (be aware of latex allergies). | | | |

| Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i> | | | |
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| 1.4 Manipulative <i>Passing and receiving</i> | 6-1.4 Pass and receive in a stationary position, using hands and feet with proficiency. Examples: passes in games of basketball, flag football, speedball, team handball, or soccer | 7-1.4 Pass and receive using hands and feet in combination with locomotor patterns, change of direction, and/or speed, with proficiency. Examples: passing and receiving while moving in basketball, ultimate Frisbee, speedball, soccer | 8-1.4 Pass and receive using an implement in combination with locomotor patterns, change of direction, speed and/or level, with proficiency. Examples: lacrosse or hockey (floor, field, ice). |
| APE accommodation suggestions: Use a larger ball or slightly deflated ball. | | | |
| 1.5 Manipulative <i>Offensive skills</i> | 6-1.5 Utilize a variety of offensive skills to create open space during practice tasks without defensive pressure. Examples: pivots, fakes, give and go, jab steps, hitting to an open space | 7-1.5 Perform a variety of offensive skills with defensive pressure. Examples: pivots, fakes, give and go, jab steps, hitting to an open space | 8-1.5 Execute a variety of offensive skills during modified game play. Examples: pivots, fakes, give and go, jab steps, hitting to an open space |
| APE accommodation suggestions: Peer assistance, verbal cues, and modeling. | | | |
| 1.6 Manipulative <i>Dribbling and ball control</i> | 6-1.6 Dribble with dominant and non-dominant hand, foot, or implement while changing speed and/or direction in a variety of tasks. | 7-1.6 Dribble with dominant and non-dominant hand, foot, or implement while changing speed and/or direction in a variety of tasks with defensive pressure. | 8-1.6 Dribble with dominant and non-dominant hand, foot, or implement while changing speed and/or direction in modified game play. |
| APE accommodation suggestions: Use a larger ball or slightly deflated ball. | | | |
| 1.7 Manipulative <i>Shooting on goal</i> | 6-1.7 Shoot on a goal with accuracy and power in a stationary environment as appropriate to the activity. Examples: hockey (floor, field, ice), lacrosse, basketball, soccer | 7-1.7 Shoot on a goal with accuracy and power in a dynamic environment as appropriate to the activity. Examples: hockey (floor, field, ice), lacrosse, basketball, soccer | 8-1.7 Shoot on a goal with accuracy and power in modified game play. Examples: hockey (floor, field, ice), lacrosse, basketball, soccer |

Anchor Standard 1: Motor Skills and Movement Patterns: *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)

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| <p>1.8 Manipulative <i>Defensive skills</i></p> | <p>6-1.8 Demonstrate defensive readiness and movement in all directions while maintaining correct position. Examples: weight on balls of feet, arms extended and eyes on midsection of the offensive player.</p> | <p>7-1.8 Differentiate among various defensive strategies utilized in a variety of sports.</p> | <p>8-1.8 Utilize appropriate defensive strategies during modified game play.</p> |
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APE accommodation suggestions: Peer assistance, verbal cues and modeling.

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| <p>1.9 Manipulative <i>Serving</i></p> | <p>6-1.9 Perform a serve using correct technique with control for net and wall games. Examples: volleyball, pickleball, racquetball, handball</p> | <p>7-1.9 Execute a legal serve to a predetermined target for net and wall games.</p> | <p>8-1.9 Execute a proper serve for distance and accuracy for net and wall games in modified game play.</p> |
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APE accommodation suggestions: Use larger ball, smaller or shorter net, and a bigger target. Hand over hand assistance and modeling.

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| <p>1.10 Manipulative <i>Striking</i></p> | <p>6-1.10 Strike with proper form in a stationary environment for a variety of games. Examples: overhead volley in tennis, pass in volleyball, drive/putt in golf, pass in soccer</p> | <p>7-1.10 Strike with proper form in a dynamic environment for a variety of games. Examples: overhead volley in tennis, pass in volleyball, drive/putt in golf, pass in soccer</p> | <p>8-1.10 Strike with proper form in modified game play. Examples: overhead volley in tennis, pass in volleyball, drive/putt in golf, pass in soccer</p> |
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APE accommodation suggestions: Use longer or shorter implements for student success in controlling the implement.

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| <p>1.11 Manipulative <i>Volley</i></p> | <p>6-1.11 Forehand-volley with a mature form and control using a short- or long-handled implement. Examples: pickleball, tennis, badminton</p> | <p>7-1.11 Forehand- and backhand-volley with a mature form and control using a short- or long-handled implement.</p> | <p>8-1.11 Forehand- and backhand-volley with a mature form and control using a short- or long- handled implement during modified game play.</p> |
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APE accommodation suggestions: Use a balloon or beach ball; and reduce height of net or size of playing court.

Anchor Standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

| Standard 2 | Grade 6 <i>Students can:</i> | Grade 7 <i>Students can:</i> | Grade 8 <i>Students can:</i> |
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| 2.1 Movement Concepts <i>Rules</i> | 6-2.1 Demonstrate a basic knowledge of the rules and regulations for a variety of games and activities. Examples: modified game play, formative and summative assessments | 7-2.1 Use the rules and regulations of a variety of activities and demonstrate a basic knowledge regarding techniques and strategies related to those activities. | 8-2.1 Apply the rules, techniques, and strategies for a variety of games and activities to play a modified game. |
| 2.2 Movement Concepts <i>Sporting behavior</i> | 6-2.2 Identify appropriate sporting behavior and etiquette related to a variety of games and activities. Examples: quiet during tennis rally, dealing with confrontational opponents | 7-2.2 Demonstrate appropriate sporting behavior and etiquette related to a variety of games and activities. Example: shaking hands at end of activity | 8-2.2 Apply appropriate sporting behavior and etiquette in a modified game. Example: self-managing during the activity |
| 2.3 Movement Concepts <i>Safety</i> | 6-2.3 Identify appropriate safety behaviors related to a variety of games and activities. | 7-2.3 Demonstrate appropriate safety behaviors related to a variety of games and activities. | 8-2.3 Apply appropriate safety behaviors in a modified game. |
| <i>APE accommodation suggestions:</i> Make accommodations in the areas of rules, sporting behavior, and safety for the student to participate in the activity. | | | |
| 2.4 Movement Concepts <i>Creating space</i> | 6-2.4 Identify offensive and defensive tactics to create or reduce open space in a variety of activities. Examples: running in various directions or paces, reducing the angle in the space | 7-2.4 Execute a variety of offensive and defensive tactics to create open space. Examples: move to open space without the ball, use a variety of passes, pivots, and fakes; give and go. | 8-2.4 Open and close space during modified game play by combining locomotor movements with movement concepts. |

Anchor Standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. (Continued)*

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| <p>2.5 Movement Concepts <i>Transitions</i></p> | <p>6-2.5 Demonstrate a quick recovery when transitioning from offense to defense or defense to offense.</p> | <p>7-2.5 Utilize communication when transitioning from offense to defense or defense to offense.</p> | <p>8-2.5 Analyze and critique effective transitions and anticipation of opponent’s strategy by recovering quickly, communicating with teammates, and capitalizing on an advantage.</p> |
| <p>2.6 Movement Concepts <i>Offensive strategies</i></p> | <p>6-2.6 Identify the skills or strategies necessary to score. Examples: open spaces, spreading the field, passing to create space</p> | <p>7-2.6 Demonstrate the skills or strategies necessary to score under pressure. Examples: obstacles, defensive pressure, time limits</p> | <p>8-2.6 Apply the skills or strategies necessary to score in modified game play.</p> |
| <p>2.7 Movement Concepts <i>Defensive strategies</i></p> | <p>6-2.7 Identify the skills or strategies necessary to prevent the opponent from scoring. Examples: pressure the ball, on and off ball defense</p> | <p>7-2.7 Demonstrate the skills or strategies necessary to prevent the opponent from scoring. Examples: player to player, zone defense</p> | <p>8-2.7 Apply the skills or strategies necessary to prevent the opponent from scoring in a game situation.</p> |
| <p>2.8 Movement Concepts <i>Speed, direction, force</i></p> | <p>6-2.8 Vary application of movement concepts during physical activity. Examples: force, time, space flow</p> | <p>7-2.8 Describe and apply mechanical advantage(s) for a variety of movement patterns.</p> | <p>8-2.8 Identify and apply Newton’s laws of motion to various physical activities.</p> |

APE accommodation suggestions: Hand over hand, hand to hand, verbal prompting and/or directional poly spots.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

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

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)*

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

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)*

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

APE accommodation suggestions: Provide information in alternate formats (words or pictures); provide instruction that allows for different learning styles (auditory, visual, and kinesthetic); use visual aids, prompts, and cues.

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

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

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others. (Continued)*

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

APE accommodation suggestions: Verbal prompting and redirecting; and peer assistance to model proper personal and social behaviors.

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

| Standard 5 | Grade 6 | Grade 7 | Grade 8 |
|---|--|--|---|
| 5.1 Values Physical Activity <i>Health</i> | 6-5.1 Describe how being physically active leads to stress reduction, social interaction, and an overall healthy body. | 7-5.1 Classify different types of physical activities and describe how each exerts a positive effect on mental, emotional, and physical health. | 8-5.1 Analyze the empowering consequences of being physically active. |
| 5.2 Values Physical Activity <i>Challenge</i> | 6-5.2 Acknowledge individual challenges in order to handle them in a positive way. Examples: extending effort, asking for help or feedback, modifying the tasks | 7-5.2 Formulate positive strategies when faced with a group challenge. Examples: offering suggestions or assistance, leading or following others and providing possible solutions | 8-5.2 Apply recently learned strategies to develop a plan of action and make appropriate decisions based on those concepts when faced with an individual challenge. |
| 5.3 Values Physical Activity <i>Self-expression & enjoyment</i> | 6-5.3 Describe how moving proficiently in a physical activity setting creates enjoyment. | 7-5.3 Assess the relationship between self-expression and lifelong enjoyment through physical activity. | 8-5.3 Participate in an enjoyable activity that prompts individual self-expression. |
| 5.4 Values Physical Activity <i>Social interaction</i> | 6-5.4 Identify strategies for respecting self and others through activities and games. Examples: following the rules, encouraging others, playing in the spirit of the game or activity | 7-5.4 Demonstrate appropriate social interaction during activities and games. Examples: helping and encouraging others, avoiding trash talk, providing support to classmates | 8-5.4 Exhibit self-respect when asking for help or helping others in various physical activities without prompting. |

APE accommodation suggestions: Peer assistance and modeling.

GRADES 9-12 OVERVIEW

Students will experience significant physical, intellectual, and emotional growth and development during their high school years. A high-quality physical education program will help them to manage these changes and establish a healthy lifestyle as adults.

Beginning Kinesiology, a required one-credit course, reinforces physical education concepts and skills learned in Grades K-8 by providing students with further knowledge and skills to construct and implement a lifelong plan for physical activity. It is recommended that it be taken in Grade 9. After completing Beginning Kinesiology, students will be equipped to sustain healthy, active lifestyles and to engage in fitness-oriented, self-selected lifetime sports which are both enjoyable and meaningful. Students can also expand their capabilities for independent learning that produces sound decision-making, which will support future participation in health-enhancing fitness activities.

Beginning Kinesiology empowers students to become physically active adults, providing them a framework for a lifetime of healthy living. Students who successfully complete Beginning Kinesiology fulfill the one-year credit requirement for the Alabama High School Diploma.

Schools may offer elective courses to provide further development of knowledge and skills. Electives in the physical education curriculum may include Advanced Kinesiology, Adventure and Cooperative Activities, Strength and Conditioning, Lifetime Sports (Dual, Individual, and Team), and Sports Officiating. Beginning Kinesiology is the prerequisite for all electives.

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

The Alabama State Department of Education does not allow students to repeat standards in any grade level and/or subject, including physical education. Students may not repeat any course standards in physical education, including electives; therefore students who have completed Beginning Kinesiology or any physical education elective may not be scheduled into the same class period where the previous earned course credit is being taught.

All high school physical education courses have two levels of learning. Level 1 indicates the minimum knowledge and skills that students must attain. Level 2 provides the student an opportunity to build on Level 1 competencies by augmenting knowledge and skills considered desirable for lifelong health and wellness.

Example of Level 1 vs. Level 2 with Suggested Method to Implement and Differentiate Between the Levels

| Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i> | | |
|--|--|---|
| Standard 3 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| BK-3.1 Physical Activity and Fitness <i>Physical activity knowledge</i> | Explain the benefits of a physically active lifestyle as it relates to preparation for college and/or a career. | Analyze the relationships among physical activity, nutrition, and body composition. |
| Lesson Possibilities | A student will be able to explain the benefits of training for a 5K race and will know how to develop their own individual training goals and develop their own pacing guide for success. Student can also explain how this experience will benefit them for a lifetime. | Make the connection of how nutrition plays a key role in success in training for a 5K run, and also benefits overall health. Students will be encouraged to participate in a local 5K. |

Beginning Kinesiology

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

It is highly recommended that students take Beginning Kinesiology in Grade 9. It is the prerequisite for all physical education elective courses.

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

Anchor standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

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

APE accommodation suggestions for movement concepts, principles, and knowledge: Peer assistance and modeling.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

| Standard 3 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|---|---|---|
| BK-3.1 Physical Activity and Fitness <i>Physical activity knowledge</i> | Explain the benefits of a physically active lifestyle as it relates to preparation for college and/or a career. | Analyze the relationships among physical activity, nutrition, and body composition. |
| BK-3.2 Physical Activity and Fitness <i>Physical activity knowledge</i> | Research the validity of advertisements for commercial products and programs pertaining to fitness and a healthy, active lifestyle. Examples: diet pills, energy/sports drinks | Assess technology and social media resources for promoting a healthy, active lifestyle. |
| BK-3.3 Physical Activity and Fitness <i>Physical activity knowledge</i> | Explain risks associated with exercising in heat, humidity, and cold. | Identify, target, and chart rates of perceived exertion and pacing (physical activity). |
| BK-3.4 Physical Activity and Fitness <i>Physical activity knowledge</i> | Investigate physical activities available in home and community to develop beneficial, healthy behaviors. | Participate in physical activities learned from home and community. |
| BK-3.5 Physical Activity and Fitness <i>Physical activity knowledge</i> | Assess risks and safety factors that might affect physical activity choices throughout the life cycle. | Analyze the impact of life choices, economics, motivation, and accessibility on exercise participation and physical activity in college or career settings. |

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.* (Continued)

| | | |
|--|--|--|
| <p>BK-3.6 Physical Activity and Fitness <i>Engagement in physical activity</i></p> | <p>Participate several times a week in a self-selected lifetime activity, dance, or fitness-related activity outside school hours.</p> | <p>Develop a plan, train, and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event</p> |
| <p>BK-3.7 Physical Activity and Fitness <i>Participation in fitness activity</i></p> | <p>Demonstrate correct stretching technique and appropriate skill on resistance-training machines or with free weights.</p> | <p>Design and put into effect a strength and conditioning program that develops balance in all muscle groups and supports a healthy, active lifestyle.</p> |
| <p>BK-3.8 Physical Activity and Fitness <i>Fitness knowledge</i></p> | <p>Identify components of a personal fitness plan. Examples: strength exercises, stretching exercises, cardiovascular exercises, and nutritional balance</p> | <p>Demonstrate movements associated with static and non-static exercises.</p> |
| <p>BK-3.9 Fitness Knowledge <i>Physical activity and fitness</i></p> | <p>Determine target heart rate and apply that information to a personal fitness plan.</p> | <p>Modify intensity to keep heart rate in the target zone using available technology. Examples: pedometer, heart rate monitor</p> |
| <p>BK-3.10 Physical Activity and Fitness <i>Assessment and program planning</i></p> | <p>Research and design a comprehensive personal fitness program to enhance a healthy, active lifestyle to develop lifelong health habits based on the components of health.</p> | <p>Create and maintain a fitness portfolio which includes assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, and timeline for improvement.</p> |
| <p>BK-3.11 Physical Activity and Fitness <i>Nutrition</i></p> | <p>Design and implement a nutrition plan to sustain a healthy, active lifestyle.</p> | <p>Create a healthy meal plan that integrates caloric intake and output.</p> |

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)*

| | | |
|---|--|---|
| <p>BK-3.12 Physical Activity and Fitness <i>Stress management</i></p> | <p>Identify healthy stress-management strategies. Examples: relaxation, deep breathing, aerobic exercise</p> | <p>Apply healthy stress-management techniques. Examples: relaxation, deep breathing, aerobic exercise</p> |
|---|--|---|

APE accommodation suggestions: *Physical activity knowledge, engagement in physical activity, participation in fitness activity, fitness knowledge, assessment and program planning, nutrition, stress management-* Refer to the IEP or special education teacher for academic and testing accommodations.

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

| Standard 4 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|--|--|
| BK-4.1 Personal and Social Behavior <i>Personal responsibility</i> | Demonstrate effective self-management skills to participate properly in activities with groups including various personalities, skill levels, and diverse populations. | Recognize and discuss how idealized body images and elite performance levels portrayed in various media differ from the norm. |
| BK-4.2 Personal and Social Behavior <i>Rules and etiquette</i> | Model respect for others by respecting opposing opinions, exhibiting the willingness to compromise, and demonstrating teamwork while engaging in physical activity. | Discuss moral and ethical conduct in specific competitive situations. Examples: intentional fouls, performance-enhancing substances |
| BK-4.3 Personal and Social Behavior <i>Working with others</i> | Use communication skills and strategies that promote positive team or group dynamics. | Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. |
| BK-4.4 Personal and Social Behavior <i>Working with others</i> | Solve problems and think critically during physical activity, both individually and in groups. | Assume a leadership role in a physical activity setting. Examples: task or group leader, referee, coach |
| BK-4.5 Personal and Social Behavior <i>Safety</i> | Identify safe practices for participating in physical activity, exercise, and movement practices, individually or in a group. Examples: injury prevention, hydration, use of equipment, implementation of rules, sun protection | Demonstrate safe practices while participating in physical activity, exercise, and movement practices. |

APE accommodation suggestions: Verbally prompting and redirecting, and peer assistance to model proper personal and social behaviors.

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

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

APE accommodation suggestions: Peer assistance and modeling.

HIGH SCHOOL PHYSICAL EDUCATION ELECTIVE COURSES

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

After completing Beginning Kinesiology, some students may want to increase and refine their skills and knowledge. Physical education elective courses provide these students opportunities to participate in advanced physical education experiences and develop a strong commitment to an active lifestyle. These courses allow students to continue to develop and refine skills in areas of interest, including sports, games, athletics, and dance.

Students with an IEP or 504 Plan have the option to enroll in any physical education elective courses. Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

The courses offered may include

- Advanced Kinesiology
- Adventure and Cooperative Activities
- Life Sports: Individual, Dual, and Team
- Strength and Conditioning
- Sports Officiating
- Varsity Athletics

Local boards of education that wish to create additional courses to meet community needs and interests must receive approval from the Alabama State Department of Education prior to implementation.

ADVANCED KINESIOLOGY

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

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisite: Beginning Kinesiology

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

Anchor Standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

| Standard 2 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|--|---|
| AK-2.1 Movement and Performance <i>Knowledge of anatomy (muscles, bones, and joints)</i> | Explain the interaction among the bones, joints, and muscles that occurs during physical activity. | Adjust physical activity levels to meet the principles of exercise while identifying the connection among bones, joints, and muscles. |
| AK-2.2 Movement and Performance <i>Strategies of kinesiology</i> | Explain how the components on the state-mandated physical fitness test relate to human movement and continuous, healthy physical fitness activity. | Fulfill health-related fitness standards established by the state-mandated fitness test by completing the test and recording results. |

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

| Standard 3 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|---|--|--|
| AK-3.1 Physical Activity and Fitness <i>Physical activity knowledge</i> | Assess circumstances that might affect physical activity choices throughout the life cycle. | Develop a plan of action that will assist in overcoming adverse circumstances to support a healthy lifestyle. |
| AK-3.2 Physical Activity and Fitness <i>Physical literacy</i> | Research numerous available career fields related to kinesiology. | Compare two fields of employment within the realm of kinesiology, and interview professionals in a self-selected career. Examples: physical education teacher, recreation coordinator, wellness center director |
| AK-3.3 Physical Activity and Fitness <i>Career opportunities</i> | Analyze consumer health products and programs related to fitness and the impact on different career choices. | Select a career, design a plan of action, and through a media presentation give specifics on qualifications needed to secure a job in the field. |

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

| <p>Standard 4</p> | <p>Level 1 <i>Students can:</i></p> | <p>Level 2 <i>Students can:</i></p> |
|---|--|--|
| <p>AK-4.1 Personal and Social Behavior <i>Personal responsibility</i></p> | <p>Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.</p> | <p>Develop a personal action plan that includes social interaction, cooperative activities, and personal fitness goals.</p> |
| <p>AK-4.2 Personal and Social Behavior <i>Rules and etiquette</i></p> | <p>Interview an employer in a self-selected career in the field of kinesiology, asking for a copy of the company employee policy manual.</p> | <p>Model exemplary behavior by adhering to company policies and rules and regulations. Example: present skit or play</p> |
| <p>AK-4.3 Personal and Social Behavior <i>Working with others</i></p> | <p>Explain the importance of cooperation and positive interactions with others working in the field of kinesiology.</p> | <p>Conduct self-assessment to identify and utilize the potential strengths to support his/her effort in the field of kinesiology.</p> |
| <p>AK-4.4 Personal and Social Behavior <i>Safety</i></p> | <p>Explain the inherent risks associated with various careers in kinesiology or physical fitness. Examples: activities director, personal trainer, recreation specialist</p> | <p>Research the types of injuries associated with a self-selected career choice in the field of kinesiology. Examples: athletic trainer, coach, occupational therapist, physical therapist</p> |

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

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

SPORTS OFFICIATING

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

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

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

| Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i> | | |
|---|---|---|
| Standard 1 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| SO-1.1 Knowledge and expertise <i>Rules, interpretations, and mechanical techniques of officiating</i> | Study the rules and learn the hand signals and vocabulary needed to become a certified official for each sport desired. | Apply the rules of a sport in a game situation. |
| SO-1.2 Hand signals and verbal communication <i>Competency</i> | Exhibit the ability to identify an infraction to make a call in a timely manner. | Signal the correct call immediately after infraction. |

Anchor Standard 2; Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

| Standard 2 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|--|---|
| SO-2.1 Physical skills, psychological skills, and commitment <i>Proper hand signals and verbal communication</i> | Practice game management, human relations, skills with players, coaches, administrators, and spectators. | Demonstrate, while officiating, effective self-management skills to interact successfully with various personalities, skill levels, and diverse population. |
| SO-2.2 Psychological and philosophical differences that separate below-average and above-average officials. <i>Knowledge</i> | Compare characteristics of ineffective and effective officials. | Critique the skill sets of a below-average and an above-average official in a game setting. |

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

| Standard 3 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|--|--|
| SO-3.1 Understanding and applying officiating techniques and responsibilities <i>Ability to work in partnership with fellow officials in sporting events</i> | List characteristics of successful interaction between officials and proper game day management. | Demonstrate the ability to work cooperatively and professionally with officiating squad or crew in a game setting. |
| SO-3.2 Primary responsibilities of each official <i>Knowledge and skills</i> | Identify game responsibilities of each official in a game setting (sport specific). | Practice game responsibilities (sport specific). |

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

| Standard 4 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|---|---|
| SO-4.1 Proper professional behavior <i>Responsible behavior</i> | Analyze a registered official’s game techniques on video or live. | Critique and practice officiating techniques in a game setting. |
| SO-4.2 Professionalism before, during, and after the contest <i>Respects self and others</i> | Identify the components of game responsibilities of an official: uniform, promptness, knowledge, and self-confidence. | Practice proper game day procedures of an official. |

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

| Standard 5 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|---|--|---|
| SO-5.1 Personal aspects of officiating <i>AHSAA minimum standards, Code of Ethics, and sportsmanship manual</i> | Identify the minimum standards for certification as an official as stated in the AHSAA handbook. | Demonstrate the provisions of the AHSAA Code of Ethics and sportsmanship standards. |
| SO-5.2 Levels of physical fitness <i>Values physical activity</i> | Evaluate personal level of fitness readiness to officiate different sports. | Attain a level of fitness readiness to officiate different sports. |

ADVENTURE AND COOPERATIVE ACTIVITIES

Adventure and Cooperative Activities is an elective class that will allow students to progress through an experience-based program that emphasizes interpersonal relationships and individual growth. This course encourages students to develop greater self-confidence while acquiring a sense of commitment to and trust in their classmates. It is designed to expose students to a variety of outdoor skills.

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisite: Beginning Kinesiology

| Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i> | | |
|---|--|--|
| Standard 1 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| AC-1.1 Motor Skills and Movement Patterns <i>Physical fitness for outdoor adventures</i> | Describe physical activities from individual, dual, and team sports that contribute to the improvement of specific fitness components. | Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in outdoor activities. |
| AC-1.2 Motor Skills and Movement Patterns <i>Training techniques</i> | Identify skills and components needed to design an individualized health-enhancing outdoor fitness program. | Exhibit proper fitness component techniques in outdoor activities to achieve a desired level of health enhancement. |

Anchor Standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

| Standard 2 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|---|--|
| AC-2.1 Movement and Performance <i>Safety</i> | Recognize unsafe situations related to participation in outdoor activities. | Demonstrate safe and appropriate use and care of equipment and facilities used in outdoor activities. Examples: archery, canoeing, fishing, hunting |
| AC-2.2 Movement and Performance <i>Techniques needed for participation</i> | Identify skills and components needed for the individual to participate successfully in outdoor activities. | Model proper skills and components for the specified outdoor sport. Examples: backpacking, canoeing, hiking, mountain biking |

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

| Standard 3 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|---|---|
| AC-3.1 Physical Activity and Fitness <i>Level of exertion</i> | Identify skills to increase health benefits while participating in outdoor activities | Apply skills learned to execute a higher level of physical fitness while participating in outdoor activities. |
| AC-3.2 Physical Activity and Fitness <i>Planning outdoor adventure activities and sports</i> | Plan an individual outdoor adventure activity. | Participate in challenging activities requiring the utilization of newly-acquired skills. |

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

| Standard 4 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|---|---|---|
| AC-4.1 Personal and Social Behavior <i>Local, state, and federal laws</i> | Research laws pertaining to outdoor activities. Examples: fishing, hunting | Adhere to laws pertaining to outdoor sports, showing civic and personal responsibility. |
| AC-4.2 Personal and Social Behavior <i>Responsibility for the environment</i> | Understand how individual actions impact the environment. | Identify and describe examples of environmental civic duties and actions which will fulfill these responsibilities. Examples: recycling, improving water quality |

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

| Standard 5 | Level 1 | Level 2 |
|---|--|--|
| AC-5.1 Values Physical Activity <i>Health and quality of life</i> | Discuss how outdoor adventures can be beneficial for quality of life. | Plan an outdoor adventure that provides enjoyment and benefits an individual's health. |
| AC-5.2 Values Physical Activity <i>Personal and psychological responses to outdoor adventure activities</i> | Discuss and evaluate the individual benefits of participation in physical activity and outdoor sport, and the social benefits for the individual, family, school, and community. | Develop two types of adventure-based, group-oriented activities designed to enhance current health and wellness to support a healthier family, classroom, and community. |

STRENGTH AND CONDITIONING

Strength and Conditioning is an elective course that will give students the tools and resources needed to be physically fit and healthy for a lifetime. This course is a stand-alone course open to all students. It is not part of, nor may it be combined with, varsity athletics. The variety of exercises, techniques, and equipment used will allow students to experience many ways to exercise and “work out.” Students will learn how to create their own health and fitness plans to work toward specific health, fitness, and career goals.

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisite: Beginning Kinesiology

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

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

| Standard 3 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|---|--|---|
| SC-3.1 Physical Activity and Fitness <i>Healthy lifestyles</i> | Determine skills to increase health benefits while participating in strength and conditioning. | Apply skills learned to execute a higher level of physical fitness while participating in strength and conditioning. |
| SC-3.2 Physical Activity and Fitness <i>Strength and conditioning knowledge</i> | Explain skills required for planning an individual strength and conditioning workout program. | Participate in challenging activities requiring the utilization of newly-acquired skills involved in the workout program. |

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

| Standard 4 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|--|---|
| SC-4.1 Personal and Social Behavior <i>Social behaviors</i> | Research and interpret the proper etiquette for participants in a strength and conditioning program in a public and private setting. | Demonstrate the techniques pertaining to strength and conditioning while showing personal responsibility and etiquette in a social setting. |
| SC-4.2 Personal and Social Behavior <i>Leadership skills</i> | Develop a list of your personal actions and how they impact you, teammates, peers, and opponents. | Identify and describe examples of positive and negative behaviors while participating in a strength and conditioning program. |

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

| Standard 5 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
|--|---|---|
| SC-5.1 Values Physical Activity <i>Identify and evaluate</i> | Discuss how participation in a strength and conditioning program will assist in developing positive self-image and awareness. | Assess a strength and conditioning program to show how it can be beneficial to an individual's health and the enjoyment of self-selected physical activities. |

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

| | | |
|--|---|---|
| <p>SC-5.2 Values Physical Activity <i>Analyze</i></p> | <p>Discuss and evaluate the benefits of socialization and self-expression in a strength and conditioning program.</p> | <p>Develop two types of strength and conditioning programs designed to enhance one's own current health and wellness to support a healthier family, classroom, and community.</p> |
|--|---|---|

LIFE SPORTS: INDIVIDUAL, DUAL, AND TEAM

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

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisite: Beginning Kinesiology

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

| Anchor Standard 3: Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i> | | |
|---|--|---|
| Standard 3 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| LS-3.1 Maintain a consistent level of exertion in physical activities to attain healthy benefits. | Determine skills to increase health benefits while participating in individual, dual, and team sports. | Apply skills learned to execute a higher level of physical fitness while participating in individual, dual, and team sports. |
| LS-3.2 Develop the intellect to plan activities and sport. | Explain skills required for playing individual, dual, and team sports activities. | Participate in challenging activities requiring the utilization of newly acquired skills. |
| Anchor Standard 4: Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i> | | |
| Standard 4 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| LS-4.1 Acquire knowledge of rules as they pertain to individual, dual, and team sports. | Research and interpret the rules of individual, dual, and team sports. | Adhere to rules pertaining to individual, dual, and team sports, showing sportsmanship and personal responsibility. |
| LS-4.2 Display positive leadership skills while participating in individual, dual, and team sports. | Describe how personal actions impact self, teammates, peers, and opponents. | Identify and describe examples of positive and negative behaviors in individual, dual, and team sports. |
| Anchor Standard 5: Values Physical Activity: <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i> | | |
| Standard 5 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| LS-5.1 Identify and evaluate personal, psychological responses to participation in individual, dual, and team sports. | Discuss how participation in individual, dual, and team sports assist in developing positive self-image and awareness. | Evaluate a physical activity that shows how it can be beneficial to an individual's health and enjoyment for individual, dual, and team sports. |
| LS-5.2 Analyze the role that physical activities play in social interaction and cooperative opportunities within the school, family, community and workplace. | Discuss and evaluate the benefits of socialization and self-expression in individual, dual, and team sports. | Develop two types of individual, dual, and/or team sports designed to enhance your current health and wellness to support a healthier family, classroom, and community. |

VARSITY ATHLETICS

Varsity Athletics is a restricted elective course only for high school athletes who have fulfilled the Beginning Kinesiology requirement. This course offers development of skills and personal potential for student athletes interested in improving their performance or preparing for further competition at the collegiate or professional level. The standards address more than the sport itself. Coaches will use the standards below to assist athletes with learning and achieving higher levels of performance and physical literacy.

Prerequisite: Beginning Kinesiology

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

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

| Anchor Standard 3: Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i> | | |
|---|--|--|
| Standard 3 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| VA-3.1 Maintain a consistent level of exertion in varsity athletics to obtain health benefits. | Determine skills to increase health benefits while participating in varsity athletics. | Apply skills learned to attain a higher level of physical fitness while participating in varsity athletics. |
| VA-3.2 Develop the intellect to plan a program for varsity athletics. | Explain skills required for planning individual activities in varsity athletics. | Participate in challenging activities requiring the utilization of newly acquired skills. |
| Anchor Standard 4: Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i> | | |
| Standard 4 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| VA-4.1 Acquire knowledge of local, state, and federal laws as they pertain to varsity athletics. | Research laws pertaining to participating in varsity athletics. Examples: medical requirements, academic grade requirement, summer practice regulations | Adhere to laws pertaining to personal responsibility while participating in varsity athletics. |
| VA.4.2 Display positive leadership skills while participating in varsity athletics. | Explain how your personal actions impact you, teammates, peers, and opponents. | Identify and describe examples of positive and negative behaviors in varsity athletics. |
| Anchor Standard 5: Values Physical Activity: <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i> | | |
| Standard 5 | Level 1 <i>Students can:</i> | Level 2 <i>Students can:</i> |
| VA-5.1 Identify and evaluate personal, psychological responses to participation in varsity athletics. | Discuss how participation in varsity athletics assists in developing positive self-image and awareness. | Assess a physical activity to show how it can be beneficial to an individual's health and enjoyment of varsity sports. |
| VA-5.2 Analyze the role that varsity athletics play in social interaction and cooperative opportunities within the school, family, community, and workplace. | Discuss and evaluate the individual benefits of participation in varsity athletics, and the social benefits for the individual, family, school, and community. | Make a video of one element of a training protocol designed to enhance your current health and wellness to support a healthier family, classroom, and community. |

Appendix A CURRICULUM DEVELOPMENT/DESIGN

Appropriate sequencing involves the following:

- Ensuring that motor skills, physical activity, and fitness assessments are age and developmentally appropriate
- Teaching motor and movement skills that sequentially progress from basic skills to more advanced skills
- Planning to appropriately monitor, reinforce, and prepare for student learning

Appropriate actions must be taken in four main areas to ensure a high-quality physical education program:

- Curriculum
- Policies and environment
- Instruction
- Student assessment

Instructional strategies that support high quality physical education emphasize the following:

- Opportunities to be physically active in moderate to vigorous activities for at least 50% of class time
- Not using physical activity or withholding participation as punishment

Appendix B DESIGNING AND PLANNING SCOPE AND SEQUENCE

A weekly and/or yearly plan(s) should be designed to achieve the key exit capabilities of students within a *progressive* and *integrated* format.

The plan should be progressive in that students should participate in units of study that allow them to demonstrate their competencies and knowledge over time.

It must be integrated so that the learning experiences in each unit combine content standards from different anchor standards.

The weekly and/or yearly plan(s) can be organized around the following key concepts of teaching and learning in physical education:

What do you we want students to know and be able to do?

- Plan and implement different types of personal fitness programs
- Demonstrate competency in two or more lifetime activities
- Describe key concepts associated with successful participation in physical activity
- Model responsible behavior while engaged in physical activity
- Engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

How will students demonstrate these competencies?

- self-assessment
- peer assessment
- worksheets
- knowledge tests
- data from fitness trackers
- heart rate data
- written reflection
- drawings
- score sheets from games
- fitness workouts

* These competences can be collected in portfolios to provide students with evidence of progress toward physical literacy over the course of the year. Portfolios make it easy for students to see just how much they have learned, plan the next steps and value physical education as the foundation of lifelong, healthy habits.

How to arrange lessons/units to allow students to demonstrate these competencies?

- Access current levels of skill and fitness
- Survey of student interest

Appendix C 20 INDICATORS OF EFFECTIVE PHYSICAL EDUCATION INSTRUCTION

SHAPE America encourages school administrators to establish a baseline for observing physical education classes.

The indicators detailed in the checklist that follows reflect the practices and policies recommended in SHAPE America’s guidance documents [The Essential Components of Physical Education](#) and [Physical Education Program Checklist](#). When conducting a walk-through evaluation or an evaluative observation of a physical education class, school administrators should expect to see the following practices.

| Indicators | Observed | Not Observed | Not Applicable | Documentation of Progress |
|---|--------------------------|--------------------------|--------------------------|---------------------------|
| Curriculum | | | | |
| The teacher displays the student learning objectives established in the written physical education curriculum that are linked to state or national standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher addresses student learning objectives in the lesson through the cognitive, psychomotor and affective domains. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Appropriate Instruction | | | | |
| The teacher establishes a physically and emotionally safe learning environment through established rules and routines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher maintains student engagement throughout the class through voice and movement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher can be heard from all locations in the space. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher demonstrates effective time management by establishing an organized instructional climate and using protocols that include a clear “Stop” signal for students and limited transition time between activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher maximizes students’ activity — and limits their inactivity — during class by using space and equipment efficiently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher engages students in moderate to vigorous physical activity for at least 50 percent of class time.* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher ensures that the majority of students are engaged actively in all learning tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher employs multiple instructional strategies that address and support students with varying abilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--|
| The teacher provides students with maximal practice opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher provides opportunities for students to engage in small-group work, while also limiting competition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Student Assessment | | | | |
| The teacher conducts formative assessments throughout the lesson. If appropriate, the teacher also conducts preassessments to determine students' prior knowledge, or summative assessments for closing an instructional sequence. The assessments correlate directly to the learning objectives and instruction provided to students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher uses assessments to provide constructive feedback and direct individual student performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The teacher makes modifications and demonstrates clear differentiation of instruction to aid in student success, based on assessment results. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Beginning-of-Class Procedures | | | | |
| Students engage in an instant activity upon entering class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Students engage in a warm-up activity to prepare for participation in moderate to vigorous physical activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Students are introduced to lesson objectives for the day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| End-of-Class Procedures | | | | |
| Students engage in a cool-down activity to recover from moderate to vigorous physical activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Students are asked — through formative and summative assessments — to review lesson objectives for closure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Policy & Environment | | | | |
| The teacher should follow policy and environment guidelines established by the school district or school. The school district or school is strongly encouraged to follow recommendations within the Policy and Environment section of SHAPE America's <i>The Essential Components of Physical Education</i> . | | | | |

* A quick tip for determining moderate to vigorous physical activity time: use a stopwatch to time the difference between movement time and talking/stationary time.

Appendix D INSTRUCTIONALLY APPROPRIATE ACTIVITIES

Best practices in a quality physical education program include the following:

- A safe, positive and inclusive environment which does not embarrass or single out any student.
- Maximum participation by students of all abilities.
- Cognitive and skill development.
- Quality instruction has intent and purpose that is supported by the *Alabama Course of Study: Physical Education* standards.

Many traditional activities have been identified as inappropriate in their “pure form” for a quality physical education program. Many activities can be **modified** to make them appropriate for use in physical education class. Practices used when modifying:

- Students in physical education classes should be engaged in moderate to vigorous physical activity (MVPA) at least 50 percent of the time.
- Elimination games: provide students who are out with a way to get back into the activity.
- Relays: reduce wait time to maximize student participation levels.
- Large group games: offer small-sided activities where the student-to-equipment ratio is much more conducive to “real” participation and skill building.

Further information on modification of games and activities click links below.

[Appropriate vs Inappropriate Comparison Guide](#)

[Maximizing Student Participation](#)

[Society for Health and Physical Educators \(SHAPE\) America](#)

Appendix E ASSESSMENT SAMPLE GRADING RUBRIC

Regular student assessment within a quality physical education program features the following:

- Ongoing opportunities for students to conduct self-assessments and practice self-monitoring of physical activity
- A clear, concise grading system that follows school policies and standards
- Communicating to students, parents, and administrators the details of the grading system to be used

| Standards Levels of Achievement | Motor Skills and Movements Patterns | Movement and Performance | Physical Activity and Fitness | Personal and Social Behavior | Values Physical Activity |
|--|--|--|--|--|--|
| <i>Student Met the Standard with Distinction</i> | Student put forth an excellent effort during this unit. Student worked hard, stay engaged and worked towards improvement (30 points) | Student's skills are excellent, and they can perform the skills correctly at all times. Student is able to teach others. (10 points) | Student's fitness level is excellent. Can do everything with ease, didn't need to stop for rest and worked towards improvement. (10 points) | Student could follow the rules with ease and knew what to do and/or where to be at all times. (20 points) | Student has a positive attitude, is very cooperative, and shows respect for others. Student never complains. (30 points) |
| <i>Student Met the Standard</i> | Student put forth good effort, always moving and remaining active throughout class. (25 points) | Student's skills are good, performed the skills correctly most of the time but had trouble under pressure. Student could use a little practice. (8 points) | Student's fitness level is good. A few of the activities were challenging and the student needed rest on occasion to catch their breath. (8 points) | Student could follow the rules of the activities with a reminder and knew what to do and where to be most of the time. (15 points) | Student had a positive attitude, rarely complained, followed directions and safety rules with a little reminder, cooperated and respected others and displayed good sportsmanship. (25 points) |
| <i>Student Progressed Toward the Standard</i> | Student sometimes moved slowly and/or was sometimes involved in the activities and sometimes stood around. (20 points) | Student's skills were fair. They performed the skills inconsistently or awkwardly and could use a lot more practice. (6 points) | Student's fitness level is fair. The activities were a challenge for the student, and they needed to rest frequently to catch their breath. (6 points) | Student had difficulty following the rules and needed many reminders. They needed to be told where to go and/or what to do. (10 points) | Student sometimes had a positive attitude and sometimes complained. They followed directions and/or safety rules with several reminders. They displayed poor sportsmanship and questionable language. (20 points) |
| <i>Student Unsatisfactorily Progressed Toward the Standard</i> | Student rarely moved and stood around majority of the time. (0 points) | Student had great difficulty completing the skill and/or was unable to complete the task. (0 points) | Student tried to avoid doing the activities. They appeared to be in great pain or truly struggling during this time. (0 points) | Student didn't understand the rules and appeared lost. They upset other classmates when they were not in the right place and/or doing the correct activity. (0 points) | Student never had a positive attitude and constantly complained. They often had to be removed from class because of failure to follow directions and/or safety rules and did not cooperate and show respect for others. Constantly showed poor sportsmanship and/or used foul language. (0 points) |

Total Points: _____

Grade Equivalent: _____

**The points used are only a guide. It will be up to the teacher to identify a scale that works for their unit.*

Appendix F RATE OF PERCEIVED EXERTION

| RPE Scale | Rate of Perceived Exertion |
|------------|---|
| 10 | Max Effort Activity Feels almost impossible to keep going. Completely out of breath, unable to talk. Cannot maintain for more than a very short time. |
| 9 | Very Hard Activity Very difficult to maintain exercise intensity. Can barely breathe and speak only a few words. |
| 7-8 | Vigorous Activity Borderline uncomfortable. Short of breath, can speak a sentence. |
| 4-6 | Moderate Activity Breathing heavily, can hold short conversation. Still somewhat comfortable, but becoming noticeably more challenging. |
| 2-3 | Light Activity Feels like you can maintain for hours. Easy to breathe and carry a conversation. |
| 1 | Very Light Activity Hardly any exertion, but more than sleeping, watching TV, etc. |

Appendix G KINESIOLOGY COURSES PACING GUIDE

Beginning Kinesiology

| Content Standard | Standard Numbers | Suggested Timeline 18 Week Course | Suggested Timeline 37 Week Course |
|---|------------------|---|--------------------------------------|
| Motor Skills and Movement Patterns | BK 1.1-BK1.3 | 3 | 7 |
| Movement and Performance | BK 2.1-2.4 | 3 | 7 |
| Physical Activity and Fitness | BK 3.1-3.12 | 4 | 7 |
| Personal and Social Behavior | BK 4.1-4.5 | 4 | 7 |
| Values Physical Activity | BK 5.1-5.4 | 4 | 7 |

Advanced Kinesiology

| Content Standard | Standard Numbers | Suggested Timeline 18 Week Course | Suggested Timeline 37 Week Course |
|--|------------------|--------------------------------------|--------------------------------------|
| Motor Skill and Movement Patterns | AK 1.1- 1.3 | 3 | 7 |
| Knowledge of Concepts and Principles | AK 2.1- 2.2 | 3 | 7 |
| Health-Enhancing Physical Activities | AK 3.1-3.3 | 4 | 7 |
| Personal and Social Responsibility | AK 4.1-4.4 | 4 | 7 |
| Values Proper Nutrition and Physical Activity | AK 5.1-5.4 | 4 | 7 |

Appendix H WEEKLY LESSON PLAN TEMPLATE

Beginning Kinesiology

| Unit/Activity | | |
|---|---------------------------|---------------------|
| Topic | Date | |
| Weekly Lesson Plan | | |
| Standards: | | |
| | | |
| Students will know: (Critical Information) | Students will be able to: | |
| Goals for the Week | | |
| Introducing New Knowledge | Developing and Practicing | Assessing Knowledge |
| Planning and Preparation (What will I do to help students effectively interact with new knowledge?) | | |
| Lesson Instruction | | |
| Monday - Learning Activity (Minutes) | | |
| Instructional Strategies: | | |
| Adaptations for Unique Student Needs: | | |
| Assessment and Monitoring | | |
| Tuesday - Learning Activity (Minutes) | | |
| Instructional Strategies: | | |
| Adaptations for Unique Student Needs: | | |
| Assessment and Monitoring | | |
| Wednesday - Learning Activity (Minutes) | | |
| Instructional Strategies: | | |

| |
|--|
| Adaptations for Unique Student Needs: |
| Assessment and Monitoring |
| Thursday - Learning Activity (Minutes) |
| Instructional Strategies: |
| Adaptations for Unique Student Needs: |
| Assessment and Monitoring |
| Friday - Learning Activity (Minutes) |
| Instructional Strategies: |
| Adaptations for Unique Student Needs |
| Assessment and Monitoring |
| Equipment and Instructional Materials Needed |
| Weekly evaluations and reflection |

Appendix I ACTIVITY CATEGORIES WITH EXAMPLES

Outdoor Pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, water skiing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Fitness Activities: Activities with a focus on improving or maintaining fitness and might include, but are not limited to, Pilates, resistance training, spinning, running, fitness walking, kickboxing, cardio-kick, Zumba and exergaming.

Dance and Rhythmic Activities: Activities that focus on dance or rhythms and might include but are not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Individual-Performance Activities: Might include, but are not limited to, gymnastics, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Modified Games and Sports: Includes the games categories of invasion, net/wall, target and fielding/striking. The list below is not exhaustive.

Invasion: soccer, football, basketball, hockey, rugby, speedball, Ultimate Frisbee, team handball, Korfbal, lacrosse, hockey

Net/Wall: volleyball, badminton, tennis, pickleball, squash, racquetball

Target: Tchouckball, golf, Frisbee golf, bowling, archery, Bocce, shuffleball, horseshoes, ladderball, spikeball, corn hole

Fielding/Striking: baseball, softball, soccer, cricket, croquet

* Modified games should be the focus on this age. Games that include a regulation number of students on each team should not be taught.

Lifetime Activities: Includes the categories of outdoor pursuits, selected individual performance activities, aquatics, and net/wall and target games. **Note:** Invasion games and fielding and striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.

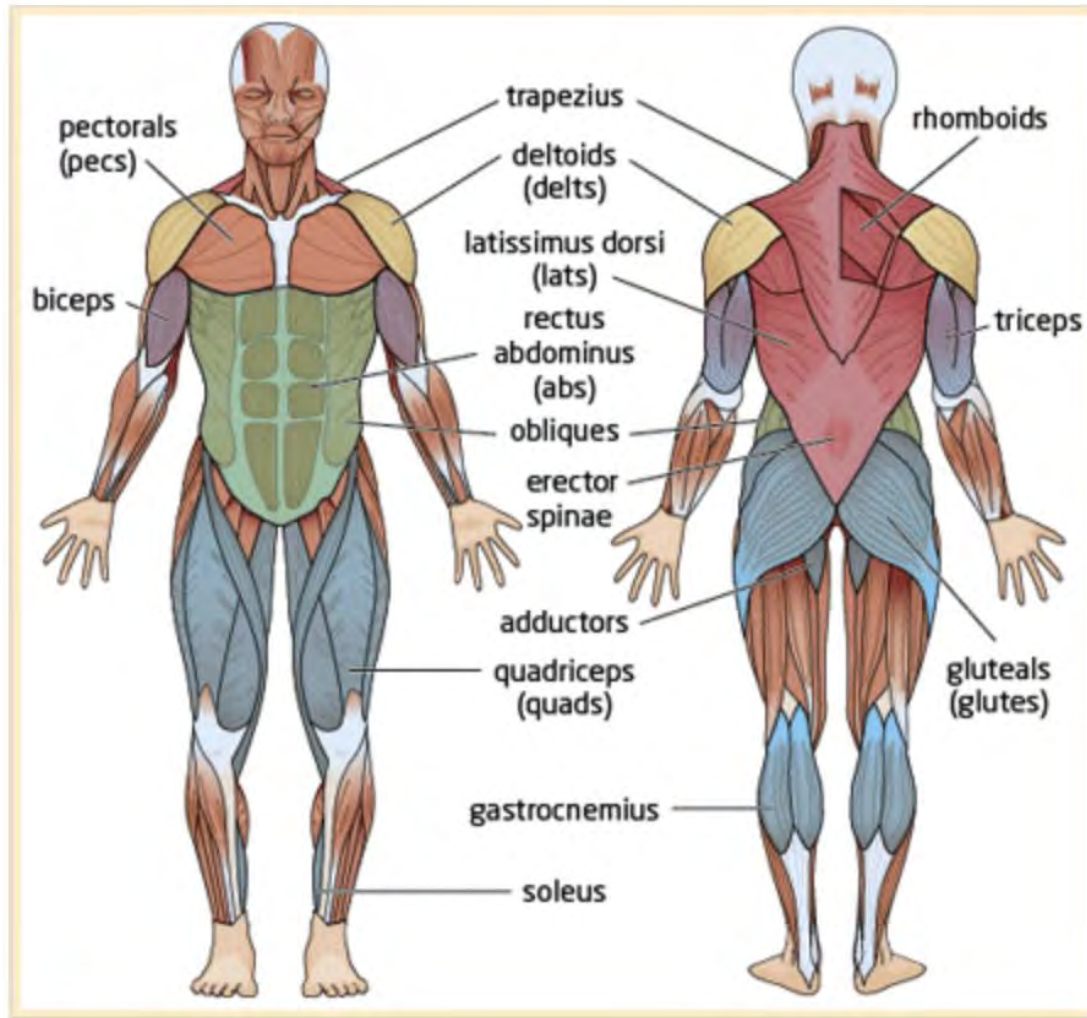
Technology Examples: pedometers, heart rate monitors, pulse bars, iPad, phone, computers, projectors, smart board, [plickers](#), [Socrative](#), Google Classroom

* Apps available: Spin Da Wheel, Tabata timer, nutrition/activity trackers, My Fitness Pal, Couch to 5K, Map my walk/run









Brain Boosters: Go Noodle, YouTube videos, School Tube videos, [Active Academics](#), [Alliance for Healthier Generation](#), [Action for Healthy Kids](#)

Appendix J MAJOR MUSCLE GROUPS

Major muscle groups – this diagram is also referenced in the link section on appendix with links



Appendix K SKILL RELATED FITNESS

| | | | |
|-----------------------------|---|--|--|
| <p>Agility</p> | <p>Ability to change the position of the body quickly.</p> | <p> Rugby players must dodge tackles from the opposition.</p> | <p> Illinois Agility Run</p> |
| <p>Balance</p> | <p>Ability to retain the body's centre of mass over the base support.</p> | <p> Static: Gymnast holding a handstand position still. Dynamic: Ice skater keeps body balance to keep control while moving, and when he releases the skates.</p> | <p> Standing Stork Test</p> |
| <p>Coordination</p> | <p>Ability to use two or more body parts together.</p> | <p>Ball-to-ball: Tennis player's racket makes contact with ball. Hand-Hand: Basketball player switch hands when dribbling. Foot-Eye: Football player receives a pass.</p> | <p> Three Ball Juggle</p> |
| <p>Power</p> | <p>Ability to undertake strength performances quickly.</p> | <p> High Jumper needs power to gain height and distance at take off.</p> | <p> Standing Broad Jump  Sargent Jump Test</p> |
| <p>Reaction Time</p> | <p>The time taken to react to a given stimulus.</p> | <p>Swimmer must leave the blocks as soon as the gun 'sounds'. </p> | <p> Ruler Drop Test</p> |

Appendix L FITT PRINCIPLE

FITT Principle

Frequency = how often you exercise.

Intensity = how hard you exercise.

Time = how long you exercise.

Type = what kind of exercise you do.

F.I.T.T. PRINCIPLE

| | Cardiovascular Endurance | Muscular Endurance | Muscular Strength | Flexibility |
|-----------|---|---|--|---|
| Frequency | Exercise 3-5 times per week | Exercises 2-4 times per week | Weight train 2-4 times per week. | Daily stretching. |
| Intensity | Train at 60-80% of target heart rate. | Add or maintain weight and repetitions. | 60-75% of max 3 sets of 8-12 repetitions. | Stretch muscles and hold beyond its normal length. |
| Time | 20-60 minutes per session. | About 30-60 minutes. | About 30-60 minutes. | Hold each stretch 10-15 seconds. |
| Type | Any aerobic activity keeping the heart rate within the target zone. | Resistance training yoga, Pilates, light weights. | Anaerobic activities such as weight lifting and sit ups. | Stretches that allow the body to move through the full range of motion. |

Yearly Plan

A quality middle school physical education yearly plan should include

- A good sport education season with a minimum of 20 lessons that includes
 - The majority of motor skill, personal and social behaviors
- A unit with a minimum of 15 lesson plans that includes
 - The majority of motor skill, personal and social behaviors
- Fitness club
 - Grade 6 participating in an existing fitness club and learn about fitness stations and concepts
 - Grade 7 focus on mainly on before and after school opportunities and planning their own engagement
 - Grade 8 designing a fitness club/center for their school using project-based learning

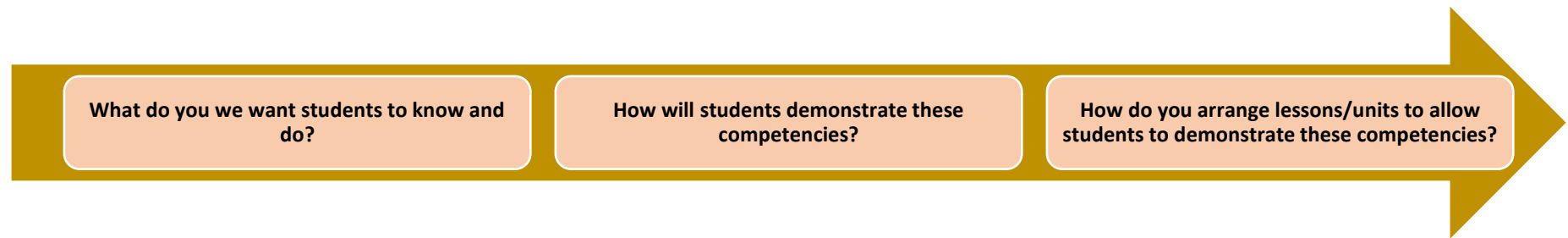
Assessment Plan

This assessment plan is designed to achieve the key exit capabilities of students within a *progressive* and *integrated* format.

The plan is *progressive* in that students will participate in units of study that allow them to demonstrate their competencies and knowledge across the middle school years.

It is *integrated* in that the learning experiences in each unit combine content standards from different anchor standards.

The plan is organized around the following key conception of teaching and learning in physical education. That is, it reflects the following progression:



What do you want students to know and do?

According to this Course of Study, by the end of Grade 8 the learner will be able to

- apply tactics and strategies to modified game play
- demonstrate fundamental movement skills in a variety of contexts
- design and implement a health-enhancing fitness program
- select and participate in physical activity
- cooperate with and encourage classmates
- accept individual differences and demonstrate inclusive behaviors
- engage in physical activity for enjoyment and self-expression

How will students demonstrate these competencies?

It is proposed that in each year (6-8), students will *develop and build a personal portfolio* that includes evidence of their progress towards physical literacy over the span of the course.

These portfolios allow teachers to show students just how much they have progressed within a unit/term/year. If teachers value the goals of developing a culture of thinking and learning within their classes, portfolios make it easy for students to see just how much they have learned.

The content in portfolios is built from class assignments and as such corresponds to the local classroom curriculum. This content can be any of the following: peer- or self-assessments, written reflections, worksheets, knowledge tests, worksheets, drawings, scoresheets from games, or data from pedometers, heart rates, or fitness workouts.

A key “rule” concerning portfolio assessments is to follow the 5-7-minute rule:

If the assessment task takes longer than 5-7 minutes, you need to modify and change the task demands in order to not take too much time away from the students being active.

How do you arrange lessons/units to allow students to demonstrate these competencies?

It would not be expected that students maintain a portfolio for every unit in which they participate during middle school grades. Rather, they would perform this task three times per year during specifically designed project units. These would be during:

1. A comprehensive Sport Education season (at least 20 lessons)
2. A unit of “student designed games” (at least 15 lessons)
3. Participation in a fitness club (at least 15 lessons)

Specific details of these project units are outlined below:

Sport Education Season

In this unit, students become members of persisting teams and participate in a unit that follows the key principles of Sport Education. These are:

1. Students become members of teams that remain intact for the duration of the unit. These teams develop identities including names, colors, mascots, and cheers.
2. Student have roles within their teams that contribute to the functioning of the team in terms of class management (e.g. coach, equipment manager, fitness leader)
3. Teams practice together to prepare for competitions... the early ones of which are non-consequential/practice matches
4. During competition phases, two teams will play, while a third team takes the responsibilities of an officiating team (referee, scorekeepers, statisticians)

5. Fair play and good sporting behaviors are central to the conduct of the season. Fair play is embedded into the scoring system for the league (i.e., the league table is not limited to just teams' win-loss records)
6. Seasons conclude with a final series in which the festive nature of sports is highlighted. These provide an opportunity for the promotion of physical education within and outside the school (e.g., having guest presenters of awards, invitations to parents to be present during championship games)

The sport/activity content for the season in the 6th grade should be activities that are quickly mastered and allow for a fast progression to quality game play. Examples include Ultimate Frisbee, pickleball, flicker ball, or simple target games. In grade 7, more interactive and interdependent games such as flag football, 3 v 3 basketball, mini volleyball or team handball would be appropriate activities. In grade 8, students should be given the opportunity to have a voice in the selection of the sports/games. Indeed, in larger classes, two different seasons might be organized, so students could choose not only the activities, but the ones in which they would participate.

Articulation of The Sport Education Season with 2019 Alabama Course of Study: Physical Education Goals

| Goal | Assessment | Content |
|--|--|--|
| <p>Throw using the proper form for distance or power appropriate to the practice task. (6/7/8-1.2)</p> <p>Catch using the proper form from a variety of trajectories using various objects and tasks. (6/7/8-1.3)</p> | <p>1. Game performance checklist (completed by teacher)</p> <p>2. Self-analysis</p> <p>OR</p> <p>3. Game statistics</p> | <p>Basic skills and game play in selected activities.</p> |
| <p>Identify offensive and defensive tactics to create or reduce open space in a variety of activities. (6/7/8-2.4)</p> <p>Identify strategies necessary to score or prevent an opponent from scoring (6/7/8-2.6/7)</p> | <p>1. Design an in-bounds play or play from a restart (set piece) that shows either offensive or defensive understanding</p> | <p>Team-based play design</p> |
| <p>Display personal (6-4.1). and social (7/8-4.1) responsibility using safe, inclusive and responsible behaviors.</p> <p>Cooperate (6-4.5), problem solve (7-4.5) or collaborate (8-4.5) with a small group of classmates during a variety of physical activities.</p> | <p>1. Teacher checklist</p> | <p>Fulfilling team roles in a reliable and responsible manner</p> |
| <p>Develop personal responsibility by accepting feedback to improve performance. (6/7/8-4.3)</p> <p>Accept differences among classmates by providing encouragement and positive feedback. (6/7/8-4.4)</p> | <p>1. “Good team mate” checklist</p> | <p>Actively contributes to team in game play .. displays positive support for team mates, shows tolerance, and models.</p> |

Student Designed Games Unit

In this unit, students become members of teams and are given the task to create, organize, implement, practice, and refine their own games within certain limits presented by the teacher.

The challenge for students is to design a “good game”. A good game is one in which the following elements are present:

1. It contributes to skill development
2. It is safe to play (both physically and emotionally)
3. It includes, not eliminates student from participation
4. It has high participation rates (lots of action and little time waiting for turns)
5. Is structured so that everyone can be successful but can also be challenged (scoring options)

In games-making, the unit is designed around lessons in which students:

1. Design their original game
2. Trial their game first within their teams
3. Refine their games based on initial play
4. Present, explain and demonstrate their game to the class
5. Take evaluations of the game from classmates to produce the final game form

The focus on the game in the 6th grade should be on either “target games” or “batting and fielding games”. These have the most clear cut rubrics for rules. In grade 7, “net games” or “invasion games” are appropriate activities. In grade 8, students should be given the opportunity design any form of game they wish.

Articulation of the Games-Making Unit with 2019 Alabama Course of Study: Physical Education Goals

| Goal | Assessment | Content |
|---|---|--|
| <p>This unit has a strong focus on movement concepts and performance.</p> <p>Students will demonstrate mastery of Standard 2 objectives by creating games that are engaging and challenging</p> | <p>1. Game evaluation checklist (peer evaluation)</p> | <p>Basic skills and game play in selected activities.</p> |
| <p>This unit has a strong focus on working with others as well as demonstrating (and understanding) game etiquette.</p> <p>By designing games in small groups, Standard 4 goals 6-4.5 (cooperation (6), problem –solving (7) and collaboration (8) with a small group of classmates during a variety of physical activities), 6-4.6 (identify (6), demonstrate (7) and apply (8) the rules and etiquette for a variety of physical activities, fitness exercises, and games), and 6/7/8-4.7 (use equipment appropriately and safely) are particularly reinforced.</p> | <p>1. “Good teammate” checklist</p> | <p>Actively contributes to team in game design and in game play ... displays positive support for team mates, shows tolerance, and models good sporting behaviors.</p> <p>Participation in game presentations.</p> |

Game Evaluation Checklist

For each of the 13 categories, place a mark in the box that best matches your opinion of the game you just played.

| | | |
|---------------------|-----------------------------|-----------------------|
| Boring | | Exciting |
| Low Activity | | High Activity |
| Too Simple | | Provoking Strategy |
| Too Complicated | | Easy to Understand |
| Too much Waiting | | Everyone Involved |
| Bad Player Number | | Playing Number Right |
| No Skill Developed | | Develops Skills Well |
| Bad Explanation | | Excellent Explanation |
| Poor Refereeing | | Excellent Refereeing |
| Scoring too Complex | | Good Scoring System |
| Wrong Playing Area | | Good Playing Area |
| Wrong Equipment | | Good Equipment |
| Poor Safety | | Safety Addressed |

Sample Completed Checklist

| | | |
|---------------------|---------------------------|-----------------------|
| Boring | ● | Exciting |
| Low Activity | ● | High Activity |
| Too Simple | ● | Provoking Strategy |
| Too Complicated | ● | Easy to Understand |
| Too much Waiting | ● | Everyone Involved |
| Bad Player Number | ● | Playing Number Right |
| No Skill Developed | ● | Develops Skills Well |
| Bad Explanation | ... ● | Excellent Explanation |
| Poor Refereeing | ● | Excellent Refereeing |
| Scoring too Complex | ● | Good Scoring System |
| Wrong Playing Area | ● | Good Playing Area |
| Wrong Equipment | ● | Good Equipment |
| Poor Safety | ● | Safety Addressed |

Participation in a Fitness Club

In this unit, students take part in health-enhancing physical activities, where the focus is on (i) learning fitness concepts and principles, and (ii) on participating in fitness activities.

The focus in the 6th grade should provide a balance between teacher directed instruction with identifying “out of school” opportunities (6-3.3 and 6-3.3). In grade 7, classes take more of a “lab” focus, with students developing more sophisticated fitness knowledge (7-3.5, 6, 8, 9) through a series of in-class challenges. In grade 8, students should be given the opportunity to plan and create a fitness club (either hypothetically as an assignment, or in reality in the school). The focus here is to take account of barriers to participation (8-3.1) and the inclusion of any appropriate technologies (8-3.4, 6).

Articulation of the fitness club with COS goals

| Goal | Assessment | Content |
|--|--|--|
| Identify and plan for activities in non-school settings (Standard 3.3) | 1. Assignment | Students complete out of school participation assignments. In Grade 8, the assignment includes strategies for overcoming barriers to participation. |
| Engage in fitness activities (3.2 and 3.7) | 1. Personal fitness plan assignment and log | Participation in class fitness activities. |
| Incorporate technology into fitness (3.4) | 1. Grade 6: Technology inventory assignment Grade 7: Technology use checklist assignment Grade 8: Technology incorporation assignment (select and justify the technologies to be used within the student designed fitness club) | Monitoring and using technologies such as active videos, active gaming systems, heart rate monitors, health apps |

Appendix N PRESCHOOL PHYSICAL EDUCATION ACTIVITIES

Preschool (ages 3-5) physical education is left to the discretion of the school system and is dependent on the funding source. According to the [Alabama Developmental Standards for Preschool Children](#), “physical development should be integrated into all areas of learning.” Motor development is basic to the achievement of cognitive skills, the promotion of agility and static strength, neural processing, kinesthetic confidence, and general body competence. Gross motor development is gained through regular play and movement. It involves the large muscles of the body. Preschool activities such as running, jumping, climbing, balancing, and throwing enhance the development of gross motor skills.

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

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

| Concepts | Suggested Preschool Activities |
|---|---|
| Prevention and risk management in physical education | Identify ways to be safe while at play. Examples: Keep hands and feet to themselves, know personal space, follow playground and gym rules |
| Movement competence and understanding in physical education | Travel in a variety of directions using basic locomotor skills and demonstrate understanding of personal and general space. Examples: Turning and twisting in personal space, walking and remaining in a line one behind the other, moving in general space without touching |
| | Demonstrate balance. Examples: Static balance on one foot, retaining balance while moving in a variety of directions or apparatus |
| Physical and personal wellness in physical education | Understand the difference between resting and active heart rate and breathing. Example: Feeling heart rate and breathing before and after activity |
| | Associate the benefits experienced during and after physical activity. Examples: Happy, stronger, relaxed, more focus |
| Personal and social responsibility | Demonstrate sharing equipment, reciprocal play, and good sportsmanship. Examples: Regulating own emotions, establishing positive relationships, waiting their turn |

Appendix O ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

Revised April 2018

| <i>(Alabama Administrative Code 290-3-1-02(8) and (8)(a))</i> | | | |
|--|---|----------------|---|
| Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline. | | | |
| COURSE REQUIREMENTS | | | |
| English Language Arts | Four credits to include: | Credits | |
| | English 9 | 1 | |
| | English 10 | 1 | |
| | English 11 | 1 | |
| | English 12 | 1 | |
| | English Language Arts-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses. | | |
| English Language Arts Total Credits | | 4 | |
| Mathematics | Three credits to include: | Credits | |
| | Algebra I or its equivalent/substitute | 1 | |
| | Geometry or its equivalent/substitute | 1 | |
| | Algebra II w/Trigonometry or Algebra II, or its equivalent/substitute | 1 | |
| | Mathematics-credit eligible options may include: <i>Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.</i> | | |
| | One credit from: | | |
| <i>Alabama Course of Study: Mathematics or mathematics-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.</i> | | 1 | |
| Mathematics Total Credits | | 4 | |
| Science | Two credits to include: | Credits | |
| | Biology | 1 | |
| | A physical science (Chemistry, Physics, Physical Science) | 1 | |
| | Science-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses. | | |
| | Two credits from: | | |
| | <i>Alabama Course of Study: Science or science-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.</i> | | 2 |
| Science Total Credits | | 4 | |
| Social Studies* | Four credits to include: | Credits | |
| | World History | 1 | |
| | United States History I | 1 | |
| | United States History II | 1 | |
| | United States Government | 0.5 | |
| | Economics | 0.5 | |
| Social Studies-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses. | | | |
| Civics Test Requirement | Students are required to pass the <i>Civics Test</i> in the United States Government class effective the 2018-2019 school year. | | |
| Social Studies Total Credits | | 4 | |
| Physical Education | Lifelong Individualized Fitness Education (LIFE) or one JROTC Credit | | |
| Health Education | | | |
| Career Preparedness | | | |
| Career and Technical Education (CTE) and/or Foreign Language and/or Arts Education | | | |
| Electives | | | |
| Distance Learning: Effective for students entering the ninth grade in the 2009-2010 school year, Alabama students will be required to complete one online/technology enhanced course or experience prior to graduation. Exceptions through Individualized Education Plans will be allowed. | | | |
| Total Credits | | 24 | |

History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. *
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

Read and comprehend complex literary and informational texts independently and proficiently.

*See College and Career Readiness Anchor Standards for Writing, “Research to Build and Present Knowledge,” on page 60 for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literacy in History/Social Studies, Grades 6-12

The standards below begin at Grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 6-8 Students: | Grades 9-10 Students: | Grades 11-12 Students: |
|--|---|--|
| Key Ideas and Details | | |
| 1. Cite specific textual evidence to support analysis of primary and secondary sources. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| Craft and Structure | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). |
| 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). | 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. |
| Integration of Knowledge and Ideas | | |
| 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | 7. Integrate visual information (e.g., in charts). | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| 8. Distinguish among fact, opinion, and reasoned judgment in a text. | 8. Assess the extent to which the reasoning and evidence in a text support the author’s claims. | 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |
| 9. Analyze the relationship between a primary and secondary source on the same topic. | 9. Compare and contrast treatments of the same topic in several primary and secondary sources. | 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| Range of Reading and Level of Text Complexity | | |
| 1 0. By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently. | 1 0. By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently. | 1 0. By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently. |

Reading Standards for Literacy in Science and Technical Subjects, Grades 6-12

| Grades 6-8 Students: | Grades 9-10 Students: | Grades 11-12 Students: |
|---|---|--|
| Key Ideas and Details | | |
| 1. Cite specific textual evidence to support analysis of science and technical texts. | 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | 2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. | 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. | 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| Craft and Structure | | |
| 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 6-8 texts and topics</i> . | 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 9-10 texts and topics</i> . | 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 11-12 texts and topics</i> . |
| 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>). | 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. |
| 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. | 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. |
| Integration of Knowledge and Ideas | | |
| 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | 8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. | 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
| 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. | 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| Range of Reading and Level of Text Complexity | | |
| 1. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently. | 1. By the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently. | 1. By the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently. |

College and Career Readiness Anchor Standards for Writing

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-12

The standards below begin at Grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college- and career-readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 6-8 Students: | Grades 9-10 Students: | Grades 11-12 Students: |
|---|--|---|
| Text Types and Purposes | | |
| <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none">a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented. | <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from or supports the argument presented. | <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none">a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from or supports the argument presented. |

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-12
(Continued)**

| Grades 6-8 Students: | Grades 9-10 Students: | Grades 11-12 Students: |
|---|--|---|
| Text Types and Purposes (continued) | | |
| <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> |
| <p>3. (See note; not applicable as a separate requirement)</p> | <p>3. (See note; not applicable as a separate requirement)</p> | <p>3. (See note; not applicable as a separate requirement)</p> |

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-12 (Continued)

| Grades 6-8 Students: | Grades 9-10 Students: | Grades 11-12 Students: |
|--|--|--|
| Production and Distribution of Writing | | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| Research to Build and Present Knowledge | | |
| 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 9. Draw evidence from informational texts to support analysis, reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. |
| Range of Writing | | |
| 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences. | 1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences. 0. | 1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences. 0. |

Resources

General Information

[Action for Healthy Kids](#)

Adapted Physical Education

Adventure and Cooperative Activities

- <http://www.humankinetics.com/products/all-products/quality-lesson-plans-for-outdoor-education>

[Alabama State Association of Health, Physical Education, Recreation and Dance](#) (ASAHPERD)

PE Central – Lesson Idea Quick Search <https://www.pecentral.org/lessonideas/searchresults.asp?category=190>

[Phyседagogy](#)

Play Well With Others ([Activity Based Bullying](#) and [Education Program](#))

[SHAPE America](#)

[SPARK PE](#)

Spark: The Revolutionary New Science of Exercise and the Brain by [John Ratey](#) - [video](#) (connection between physical activity and learning)

Assessment Tools

Class Dojo

Plickers/Plagnets

Socrative

Twitter Hashtags/People to Follow

#alphysed

#espechat

#physed

@activeschoolsus

@adaptpekim

@AdventureEdGuy

@alabamadeptofed

@al_champions

@artiekamiya

@asahperd

@auburn1024

@baugha

@capnpetespe

@carmelhealth

@coacho27

@coachpirillo

@collinbrooksie

@cpola17

@cwrightthpe

@foes4sports

@gingeraaron

@jimsgymtx

@joeyfeith

@lynnhefele

@mlspe

@mr_c_pe

@mrroospe

@nchpad

@pe2themax

@pe4everykid

@pebymre

@pelhamoakspe

@perkettpe

@physed_pomeroy

@physedagogy

@physedapps

@physEd.D.epot

@rich_wiles

@sarawoodpe

@schleiderjustin

@shape_america

@shuff13

@smartintahoe

@smsandino

@thefirsttee

YouTube Physical Education Channels

[Ben Pirillo](#)

[EspeChat](#)

[NCPAD](#)

[Open Phys Ed](#)

[Pe Specialist](#)

[Ross Chakrian](#)

[Scott Williams](#)

Lesson Plan Assistance

[Shape Teacher's Toolbox](#)

[Open Phys Ed](#)

[Physical Education Specialist](#)

[The Physical Educator](#)

[Teach Physed](#)

<https://physedreview.weebly.com/>

<https://study.com/academy/topic/individual-dual-team-sports-games.html>

F.I.T.T. Principle

Apps to Assist in Class

5Sgif

Aims

Balance It

Carousel

Classroom Roulette

Classroom Teammates

Decide Now

DoInk

GoNoodle

Interval Timer

Just jump

Lazy Monster

Make Dice

Map My Walk/Run

My Fitness Pal

Remind

Ripl

Spin Da Wheel

SworKit – Kids

Tabata Timer

Team Shake

Bibliography

20 Indicators of Effective Physical Education Instruction

2017 Physical Education Standards - DC office of the State Superintendent of Education

K-12 PE Standards, May 2017. Michigan Department of Education

Adapted Physical Education National Standards (APENS)

Alabama Developmental Standards for Preschool Children, January 2012, Alabama Department of Children's Affairs and the Alabama State Department of Education,

Alabama Physical Fitness Assessment

Centers for Disease Control

Children's Health Survey

Comprehensive School Physical Activity Program (CSPAP), Centers for Disease Control and Prevention -

Every Student Succeeds Act (ESSA)

Gopher- Maximizing participation.

Move with Purpose, GoNoodle

National Physical Education Standards

Physical Activity Facts, Centers for Disease Control and Prevention

Ratey, John. Can exercise help people learn? Exercise Revolution.

Ratey, John J. *Spark: The Revolutionary New Science of Exercise and the Brain*, Little, Brown and Company, Hatchett Book Group. January 2013.

Society of Health and Physical Educators (SHAPE America)

Strategies for Planning Recess

Terada , Youki. Research-Tested Benefits of Breaks. March 9, 2018, George Lucas Educational Foundation, Edutopia.

Learning Focused Lessons

<http://achievenowpd.com/>

What PE Teachers Should Know about Concussion-SHAPE America

<https://www.shapeamerica.org/standards/guidelines/Concussion/default.aspx?hkey=89da4a6f-5b59-4e72-ae18-a8b892d8fef1>

Alabama High School Athletic Association Concussion Policy

<http://dnn.ahsaa.com/Portals/0/pdf/other/AHSAA%20Concussion%20Policy.pdf>

Glossary

Accessible - Easy for individuals with disabilities to enter or use.

Accommodation - Instructional or test adaptations. They allow the student to demonstrate what he or she knows without fundamentally changing the target skill that is being taught in the classroom or measured in testing situations. More specifically, they change the manner or setting in which information is presented or the manner in which students respond. They do not change the target skill or the testing construct.

Adapted Physical Education (APE) - Physical education which has been adapted or modified so that it is appropriate for the person with a disability as it is for a person without a disability.

Active lifestyle – A lifestyle that contributes positives to physical, mental and social well-being, and includes regular exercise.

Assistive technology devices - Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

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 extensions – A movement increasing the angle between two body parts.

Body movement—How the body moves; quality of movement, including time, space, force, and flow.

Brain boosters – [Brain Boosters](#), physical/bodily/kinesthetic activities led by the classroom teacher, are useful tools to help activate, energize, and stimulate a student’s brain. It’s recommended that Brain Boosters occur for at least 5 minutes for each hour that the student sits.

Cardiorespiratory efficiency—Ability of lungs, heart, and blood vessels to deliver adequate amounts of nutrients to meet demands of prolonged physical activity.

Case manager - Coordinates and oversees the compliance and implementation of the IEP.

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*.

Direct service - Direct instruction and services are those provided directly to a child by an adapted physical education specialist. Direct service can be provided to an individual child or to a small group of children with similar needs.

Disability - Physical or mental impairment that substantially limits one or more major life activities.

Dynamic environment—An environment that fosters constant change, activity, or progress.

Eligibility - Refers to children who may receive special education services because of learning needs as they qualify within regulations.

Flexibility—Ability to move joints through a full range of motion.

Force – A push or pull that alters the state of motion of the body or an object.

Free Appropriate Public Education (FAPE) -Special education and related services are provided at public expense, without charge to the parents.

Frequency, intensity, time, and type (FITT) —Exercise factors identified as necessary for the development of cardiorespiratory endurance; known as the FITT principle.

Fundamental movement—Basic or functional skills that form the foundation for lifelong physical activity. Categories include locomotor, non-locomotor, and manipulative skills.

General space – Open space that one can travel through.

Geocaching – A game in which players are given the geographical coordinates of a cache of items which they search for with a GPS device.

Hand held assistance – Contact to maintain balance or dynamic stability.

Hand over hand – By grasping with the hands moving alternately one before or above the other

Health-related fitness—Ability to perform physical activities to enhance cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

Heart rate monitor – Instrument used to measure heart rate.

Individuals with Disabilities Education Act (IDEA) - The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education and the right to be educated with their non-disabled peers. Congress has reauthorized this federal law. The most recent revision occurred in 2004.

Individualized Education Program (IEP) - An Individualized Education Program is the written document that states the disabled child's goals, objectives, and services for students receiving special education.

IEP team - The committee of parents, teachers, administrators, and school personnel that provides services to the student. The committee may also include medical professionals and other relevant parties. The team reviews assessment results and determines goals and objectives and program placement for the child needing services.

Indirect Service - Consultation or resources provided by an adapted physical education specialist to a general physical education specialist who works directly with a student with disabilities.

Individual with a disability - Section 504 defines an individual with a disability as any individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Intensity—Degree of exercise strength, force, or energy necessary to improve personal physical fitness. Exercise intensity ranges from moderate to vigorous.

Kinesiology – The study of the principles of mechanics and anatomy in relation to human movement.

Lifetime activity—Exercise performed daily 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, skipping, jogging, galloping, sliding, hopping, leaping, and jumping.

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

Major life activity - A major life activity under Section 504 includes, but is not limited to, activities such as caring for one's self, seeing, breathing, walking, hearing, speaking, learning, reading, concentrating, thinking, communicating, and performing manual tasks.

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

Moderate to vigorous activity – Physical activity that is intense enough to result in a significant increase in heart and respiration rate.

Modification - A modification is a change made to the content of the curriculum due to the unique needs arising from the student's disability. When course content is modified, the student is not pursuing the content prescribed in the applicable course of study and cannot earn course credit. A student's IEP may designate that he/she be assigned to a particular paraprofessional on a one-on-one basis.

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.

MVPA—Moderate to vigorous physical activity

Non-locomotor- Movement a person performs while remaining stationary. Non-locomotor skills include bending, stretching, twisting, pushing, pulling, and balancing.

Paraprofessional/Para-educator/Aide

- A **paraprofessional/para-educator**, defined by No Child Left Behind (NCLB), is an individual who has completed at least two (2) years of study at an institution of higher education that has met a rigorous standard of quality and who can demonstrate knowledge that he/she has the ability to assist in instruction under the direct supervision of a certified teacher.
- An **aide** is an instructional assistant employed by a school/LEA that will work under the direction of a certified staff member to support and assist in providing instructional programs and services to children with disabilities.

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

Personal space – The physical space immediately surrounding a person extending as far as the body and body parts can reach without traveling.

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 education – The class in which all students learn the importance to be physically active for a lifetime. In physical education, students learn how to move their bodies fluently and develop the knowledge, fitness, physical skills, and personal social skills necessary for a lifetime of health and physical activity.

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

Physically literate individual – A person who can move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

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

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.

Referral - Notice to a school district that a child may need special education.

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

Related service - A service to a student with a disability that he or she needs to benefit from and/or access a school's education program (occupational therapy, physical therapy, speech language pathology).
Related service may not take the place of adapted physical education.

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

Rhythmic expressions –Skills that develop an understanding and a feeling for the elements of rhythm and expressed in a regular repeated pattern of sounds or movement.

Section 504 - Section 504 guarantees that a child with a disability (substantially limited) has equal access to an education and that it is comparable to an education provided to those who do not have a disability.
Sedentary lifestyle – A lifestyle with little or no physical activity.

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

Skill-related fitness – Components of physical fitness related to enhanced performance such as agility, balance, coordination, power, speed, and reaction time.

Small group activities/Small-sided games – Games or activities played to allow maximum opportunity for all participants typically in teams of two to four people.

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

Static environments – An environment that is stationary, fixed, or lacking in action or change.

Supplementary Aids and Services - Aids, services, and other supports that are provided in general physical education classes to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate.