

**A-I-M Curriculum
Physical Education
K-12 Standards, Benchmarks, Indicators
Fall/Winter 2003-2004**

Standards:

1. Uses a variety of basic and advanced movement forms in the development of motor skills
2. Applies movement concepts and principles in the learning and development of motor skills
3. Understands the benefits and costs associated with participation in physical activity
4. Understands how to monitor and maintain a health-enhancing level of physical fitness
5. Understands the social and personal responsibility associated with regular participation in physical and recreational activities

These standards are adopted and adapted from the 1995 National Standards for Physical Education developed by the National Association for Sport and Physical Education.

5TH THROUGH 8TH GRADE PHYSICAL EDUCATION

5-8.1 Uses a variety of basic and advanced movement forms in the development of motor skills (MCNS, CE, GE, T, HOTS, LS, CS)

5-8.1.1 Demonstrates increasing competence in more advance specialized skills

(MCNS, HOTS, CE, LS, CS)

5-8.1.1.A Improves sport specific skills (softball, basketball, track and field, football, soccer, volleyball)

5-8.1.1.B Demonstrates throws, catches and kicks using mature motor patterns

5-8.1.1.C Lists basic rules of team games

5-8.1.1.D Simulates understanding of rules through participation in team games

5-8.1.2 Uses combinations of movement forms including loco-motor, object control, and rhythmic skills (MCNS, HOTS, LS, CS)

5-8.1.2.A Combines steps in dance (local preference)

5-8.1.2.B Combines running, stopping, dribbling, pivoting, shooting in physical activities as needed

5-8.1.2.C Performs 3 tumbling moves or balancing stunts

- 5-8.1.3 *Demonstrates more advanced strategies for net and invasion games*
(MCNS, HOTS, CE, GE, LS, CS)
- 5-8.1.3.A Understands defense and offense
- 5-8.1.3.B Shows teamwork in games
- 5-8.1.3.C Begins processing information in more difficult games
- 5-8.1.4 *Exhibits fluid movement during activities* (MCNS, T, LS, CS)
- 5-8.1.4.A Switches from offense to defense in games with ease
- 5-8.1.4.B Engages in warm-ups to prepare the body
- 5-8.1.4.C Performs running and calisthenics with mature form
- 5-8.1.4.D Jumps rope 2 or more different ways
- 5-8.2 Applies movement concepts and principles in the development of motor skills (MCNS, CE, T, HOTS, CS, LS)**
- 5-8.2.1 *Identifies and applies principles of practice and conditioning that enhance performance* (MCNS, HOTS, CE, LS, CS)
- 5-8.2.1.A Uses student/teacher assessment for improvement
- 5-8.2.2 *Use information from internal and external sources to improve performance* (MCNS, HOTS, T, CS, LS)
- 5-8.2.2.A Uses self-assessment of performance
- 5-8.2.2.B Learns through peer and coach review
- 5-8.2.2.C Assesses performance through student observation
- 5-8.2.3 *Recognizes general characteristics of movement that can be applied to specific settings* (MCNS, LS, CS)
- 5-8.2.3.A Identifies ready position
- 5-8.2.3.B Understands importance of follow through
- 5-8.2.3.C Uses repetition for improvement
- 5-8.2.4 *Develops strength, endurance and flexibility during class*
- 5-8.2.4.A Demonstrates the difference between aerobic and anaerobic activities
- 5-8.2.4.B Can move the body through the full range of motion during stretching
- 5-8.2.4.C Learns basic fundamentals and demonstrates proper technique in weight training
- 5-8.3 Understands the benefits and costs associated with participation in physical activity (MCNS, HOTS, LS, CS)**
- 5-8.3.1 *Understands detrimental effects of physical activity* (MCNS, LS, CS)
- 5-8.3.1.A Identifies muscle soreness and overuse
- 5-8.3.1.B Appreciates inability/ ability to complete activities
- 5-8.3.2 *Understands activities that provide personal challenge* (MCNS, HOTS, LS, CS)
- 5-8.3.2.A Understands risk taking and its consequences

- 5-8.3.2.B Becomes aware of adventures and challenges
- 5-8.3.2.C Learns about competitive activities
- 5-8.3.2.D Develops personal interest in activities

5-8.4 Understands how to monitor and maintain a health-enhancing level of fitness (MCNS, HOTS, T, LS, CS)

- 5-8.4.1 *Knows how to monitor intensity of exercise (MCNS, LS, CS)*
 - 5-8.4.1.A Accurately finds heart rate for 6 sec.
 - 5-8.4.1.B Can calculate target heart range
 - 5-8.4.1.C Engages in physical activity at target heart rate for 10 min.
 - 5-8.4.1.D Understands recovery rate
 - 5-8.4.1.E Compares resting heart rate with exercise heart rate
- 5-8.4.2 *Knows the characteristics of a healthy lifestyle (MCNS, HOTS, T, LS, CS)*
 - 5-8.4.2.A Lists benefits of daily exercise
 - 5-8.4.2.B Knows proper nutrition and main food groups
 - 5-8.4.2.C Understands the impact of proper personal hygiene
 - 5-8.4.2.D Knows the importance of fitness over lifetime
 - 5-8.4.2.E Can list variety of lifetime sports
 - 5-8.4.2.F Analyzes the relationship between fitness activities and heart disease
 - 5-8.4.2.G Can list activities that develop fitness
 - 5-8.4.2.H Gives examples of fitness oriented people

5-8.5 Understands the social and personal responsibility associated with participation in physical and recreational activities (MCNS, HOTS, CE, LS, CS, GE)

- 5-8.5.1 *Knows how to develop rules, procedures and etiquette that are safe and effective for specific activity situations (MCNS, CE, HOTS, LS, CS)*
 - 5-8.5.1.A Analyzes student input for games and questionable situations
 - 5-8.5.1.B Invents games with appropriate rules, etiquette, safety
 - 5-8.5.1.C Makes conscious effort to abide by rules without teacher reprimand
 - 5-8.5.1.D Uses time effectively
 - 5-8.5.1.E Knows rules without having to be told over and over again
 - 5-8.5.1.F Follows directions when given to the group
 - 5-8.5.1.G Demonstrates fair play
 - 5-8.5.1.H Works well with other and demonstrates good sportsmanship
 - 5-8.5.1.I Compliments and encourages other classmates
 - 5-8.5.1.J Illustrates unselfishness during activities
 - 5-8.5.1.K Shows respect to school equipment
- 5-8.5.2 *Understands the role of physical activities in learning more about others of like and different backgrounds (MCNS, GE, LS, CS)*
 - 5-8.5.2.A Understands more about socioeconomic background
 - 5-8.5.2.B Helps new students in our school feel welcome through PE

*5-8.5.3
disabilities*

Understands the physical challenges faced by people with

(MCNS, LS, CS)

- 5-8.5.3.A Completes blind folded obstacle course to understand how seeing impaired students compensate
- 5-8.5.3.B Listens to discussions with nurse (epilepsy, diabetes)
- 5-8.5.3.C Lists medical differences, short term and long term

5-8.5.4

Understands that physical activity provides opportunities for enjoyment, challenge, self expression, and social interaction

(MCNS, LS, CS)

- 5-8.5.4.A Uses physical activity to express feelings
- 5-8.5.4.B Sees PE as place social learning as well as academic learning
- 5-8.5.4.C Accepts risk taking level as student is comfortable with
- 5-8.5.4.D Knows physical changes during puberty that affect physical performance
- 5-8.5.4.E Knows alternative to Nintendo, computer games