

Unit/Lesson/Activity _____

Date(s) _____

Arizona State Comprehensive Health Education Standards

Physical Activity Standards For The Foundations Level (Grades 1-3)

(e.g. 1PA-F1: #=# of Standard; PA=Physical Activity; F = Foundations; # = # of substandard) (PO = Performance Objective)

STANDARD 1 - Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

1PA-F1. Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.

- PO 1. Perform all eight locomotor skills with mature form (walk, run, hop, jump, skip, slide, gallop, and leap).
- PO 2. Perform four manipulative skills with mature form.
- PO 3. Perform four nonlocomotor skills with mature form.
- PO 4. Perform movement skills to a rhythm.

1PA-F2. Adapt a skill area (e.g., dribbling, passing, dance sequence) to the demands of a game-like situation).

- PO 1. Demonstrate the ability to adapt movement skills to changing environmental conditions and expectations (e.g., partner needs for force production, tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms).
- PO 2. Combine a variety of physical activities (e.g., various travel patterns in relation to music, locomotor and nonlocomotor combinations).

1PA-F3. Demonstrate beginning skills of a few specialized movement forms.

- PO 1. Dribble and pass a variety of objects to self and around stationary objects (hands, feet, and equipment).
- PO 2. Throw and kick using mature form.
- PO 3. Strike a ball repeatedly with hand or object.
- PO 4. Toss and catch a ball alone or with a partner.

1PA-F4. Combine movement skills in applied settings.

- PO 1. Demonstrate control in traveling activities, weight bearing, and balance activities on a variety of body parts.
- PO 2. Demonstrate skills of chasing, fleeing, dodging to avoid others.

1PA-F5. Apply critical elements to improve personal performance in fundamental and selected specialized movement skills.

- PO 1. Demonstrate critical elements of a fundamental skill (e.g., throwing, kicking, striking).
- PO 2. Use concepts of space, effort, and relationships that vary the quality of movement.

1PA-F6. Use critical elements of fundamental and specialized movement skills to provide feedback to others.

- PO 1. Use feedback to improve personal performance.
- PO 2. Recognize the critical elements of a fundamental movement or skill performed by a fellow student and provide feedback to that student.

1PA-F7. Apply concepts that impact the quality of increasingly complex movement performance (e.g., maintaining a wide base of support in a balance activity).

- PO 1. Understand that appropriate practice improves performance (e.g., a ball must be passed in front of a moving player; the lower the center of gravity, the more stable an object).

STANDARD 2 - Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

2PA-F1. Identify several activities related to each component of health-related physical fitness.

- PO 1. Identify the components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).
- PO 2. Identify and demonstrate several activities related to each component of physical fitness.

2PA-F2. Explain that muscles produce movement and begin to identify muscles.

- PO 1. Name and locate large muscle groups.
- PO 2. Demonstrate activities that utilize specific muscle groups.

2PA-F3. Demonstrate how to perform physical fitness tests.

- PO 1. Demonstrate correct form when performing physical fitness activities.

STANDARD 3 - Students exhibit a physically active lifestyle.

☐ 3PA-F1. Select and participate regularly in physical activities for the purpose of improving skill and health.

- ☐ PO 1. Participate regularly in physical activity for the purpose of improving skill performance.
- ☐ PO 2. Participate regularly in physical activity for the purpose of developing a healthy lifestyle.

☐ 3PA-F2. Identify the benefits derived from regular physical activity.

- ☐ PO 1. Describe health benefits that result from regular and appropriate participation in physical activity.
- ☐ PO 2. Identify benefits of at least one activity they regularly participate in.

☐ 3PA-F3. Identify several moderate to vigorous physical activities that provide personal pleasure.

- ☐ PO 1. Same as concept.

☐ STANDARD 4 - Students achieve and maintain a health-enhancing level of physical fitness.

☐ 4PA-F1. Accomplish the health-related fitness standards as defined by Fitnessgram.

- ☐ PO 1. Identify the components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).
- ☐ PO 2. Identify and demonstrate several activities related to each component of physical fitness.

☐ 4PA-F2. Participate regularly in physical activity for the purpose of improving physical fitness (goal setting).

- ☐ PO 1. Engage in appropriate physical activity that results in the improvement of health-related physical fitness.

☐ STANDARD 5 - Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

☐ 5PA-F1. Follow, with few reminders, activity-specific rules, procedure and etiquette.

- ☐ PO 1. Respond positively to an occasional reminder about a rule/infraction.
- ☐ PO 2. Use expected behaviors in physical activity settings.

☐ 5PA-F2. Utilize safety principles in activity situations.

- ☐ PO 1. Stop activity immediately at the signal to do so.
- ☐ PO 2. Demonstrate and use equipment safely and responsibly.
- ☐ PO 3. Use the rules of physical education on the playground.

☐ 5PA-F3. Work cooperatively and productively with a partner or small group.

- ☐ PO 1. Use respect during all physical activity.
- ☐ PO 2. Work cooperatively with another to complete an assigned task.

☐ 5PA-F4. Work independently and on-task for short periods of time.

- ☐ PO 1. Demonstrate specific teacher-directed skills until a signal is given to end task.
- ☐ PO 2. Demonstrate the ability to share equipment with other students before repeating a turn.

☐ 5PA-F5. Interact with peers while participating in group activities.

- ☐ PO 1. Treat others with respect during physical activity.
- ☐ PO 2. Resolve conflicts in socially acceptable ways.

☐ STANDARD 6 - Students demonstrate understanding and respect for differences among people in physical activity settings.

☐ 6PA-F1. Participate in multicultural physical activities.

- ☐ PO 1. Identify one's own cultural/ethnic roots.
- ☐ PO 2. Apply variations in activities and games enjoyed in classmates' homes and neighborhoods.

☐ 6PA-F2. Explain the attributes that individuals with differences can bring to group activities.

- ☐ PO 1. Display consideration of others' abilities in physical activity settings.

☐ 6PA-F3. Describe differences and similarities among the activities of a variety of national, cultural and ethnic backgrounds.

- ☐ PO 1. Share with peers an activity, dance or game in which he/she has participated with family or friends.

☐ STANDARD 7 - Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

☐ 7PA-F1. Practice activities to increase skill and fitness competence (goal setting).

- ☐ PO 1. Select activities that are personally challenging and rewarding.
- ☐ PO 2. Explain how repeated practice will lead to skill and fitness success.
- ☐ PO 3. Explain how gained competence provides increased enjoyment in movement and fitness activities.

☐ 7PA-F2. Associate results of fitness testing to personal health status and ability to perform various activities.

- ☐ PO 1. Same as concept.