



Deer Valley Unified School District No. 97

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# **PHYSICAL EDUCATION CURRICULUM ALIGNMENT TO STATE STANDARDS**

**1<sup>st</sup>-3<sup>rd</sup> Grade**



Deer Valley Unified School District No. 97

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## ***Physical Education Mission Statement***

***The Deer Valley School District makes a commitment to align with National and State Standards for Physical Education by creating curriculum and activities designed to instill within students a desire to be active for life. The focus of the Physical Education Program is to offer activities in a safe environment which meets the physical, emotional, social, intellectual, and ethical potential for all students.***



Deer Valley Unified School District No. 97

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# ***PHYSICAL EDUCATION***

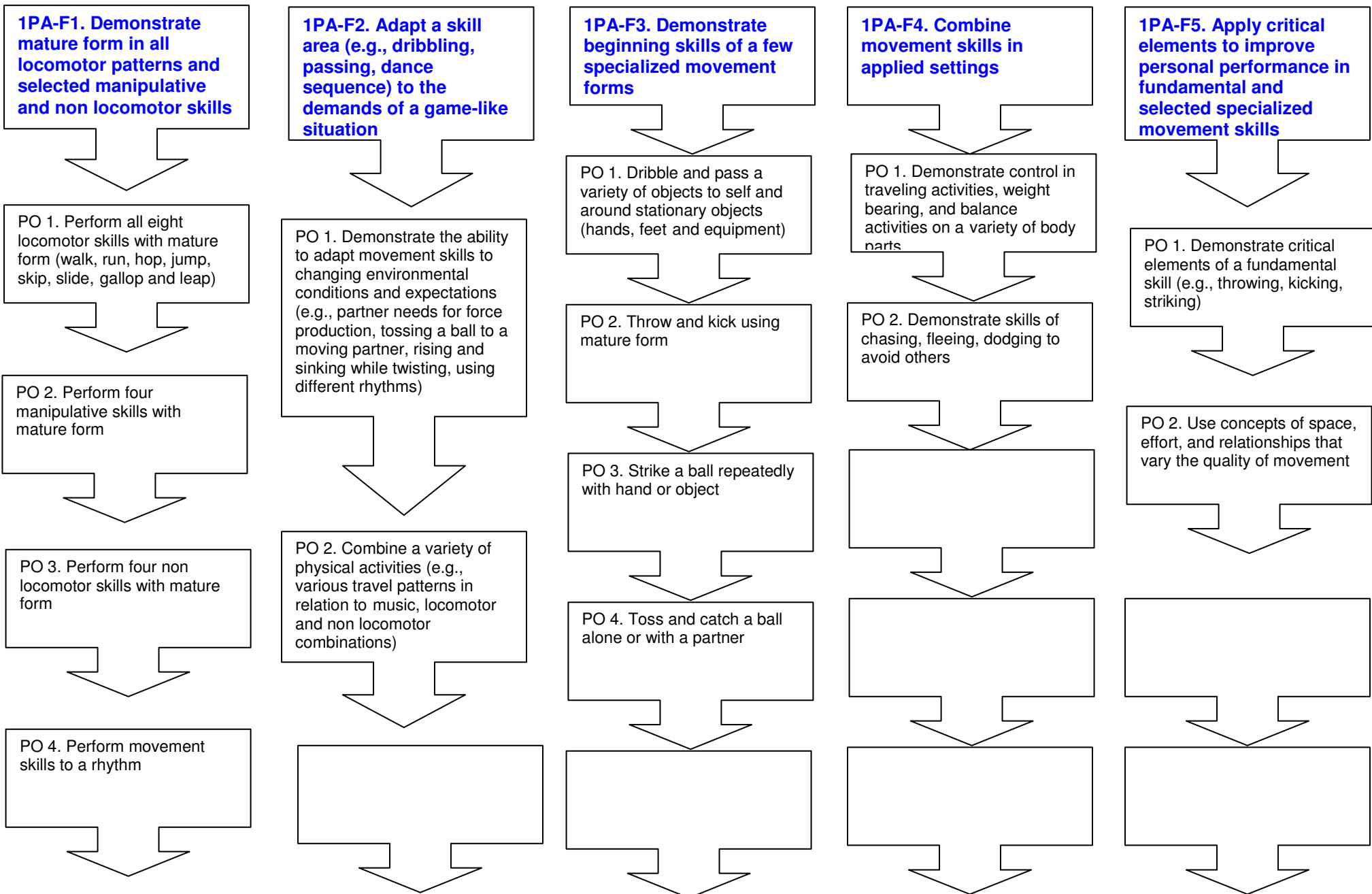
## ***Belief Statement***

*A Quality Physical Education Program:*

- *is an integral part of the total educational program.*
- *meets the needs of all students.*
- *is developmentally appropriate-both in age and individually.*
- *includes movement, fitness and concepts.*
- *teaches our students the how and why of fitness.*
- *provides the skills necessary for participation in lifelong activity.*
- *believes that a qualified, certified teacher plays a vital role in the success of the physical education program.*

**Standard 1:**  
**Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.**

**Grade:**  
**1-3**



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

**Grade:**  
**1-3**

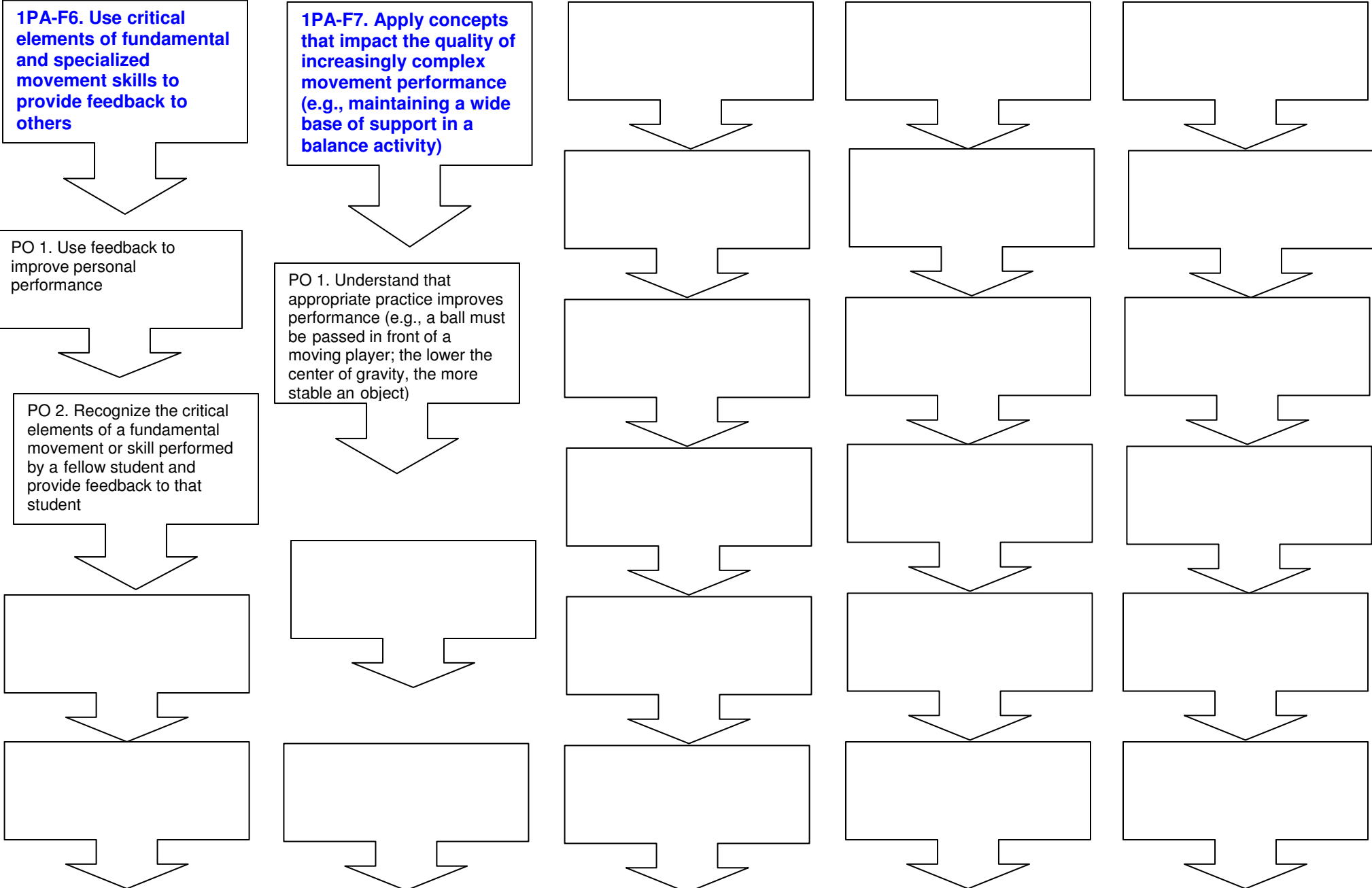
**1PA-F6. Use critical elements of fundamental and specialized movement skills to provide feedback to others**

**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. Use feedback to improve personal performance

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)

PO 2. Recognize the critical elements of a fundamental movement or skill performed by a fellow student and provide feedback to that student



**Standard 1:**  
**Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.**

**Grade:**  
**1-3**

Suggested Activities/Units	Strategies
1. Frisbee	<ol style="list-style-type: none"><li>1. Perform proper skill technique when throwing</li><li>2. Perform proper skill technique when catching</li><li>3. Throw accurately to a target</li><li>4. Manipulate force and speed</li></ol>
2. Jump Ropes	<ol style="list-style-type: none"><li>1. Perform proper skill technique when holding the jump rope</li><li>2. Perform proper skill technique when turning the jump rope</li><li>3. Perform proper jumping technique</li><li>4. Manipulate force and speed</li></ol>
3. Stunts/Tumbling/Mats	<ol style="list-style-type: none"><li>1. Perform locomotor and movement skills</li><li>2. Perform non-locomotor/balance/stunt skills</li><li>3. Manipulate force and speed of your body</li></ol>
4. Juggling	<ol style="list-style-type: none"><li>1. Perform proper skill technique when juggling</li><li>2. Perform skills using one or more objects</li><li>3. Perform varied patterns when juggling</li></ol>
5. Rhythms	<ol style="list-style-type: none"><li>1. Counting in sequences in fours and eights</li><li>2. Perform individual sequences of body movement</li><li>3. Perform consecutive sequences to music</li><li>4. Moving hands or feet to rhythms</li><li>5. Manipulating equipment to a beat</li></ol>
6. Bean Bags	<ol style="list-style-type: none"><li>1. Perform proper skill technique when throwing</li><li>3. Perform proper skill technique when catching</li><li>3. Throw accurately to a target</li><li>4. Manipulate force and speed</li></ol>

**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.**

**Grade:**  
**1-3**

**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., cardio respiratory 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 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.**

**Grade:  
1-3**

**Suggested Activities/Units**

**Strategies**

1. Frisbees

2. Jump Rope

3. Stunts/Tumbling/Mats

4. Juggling

5. Rhythms

6. Bean Bags

1. Perform jump rope activities related to cardio respiratory endurance

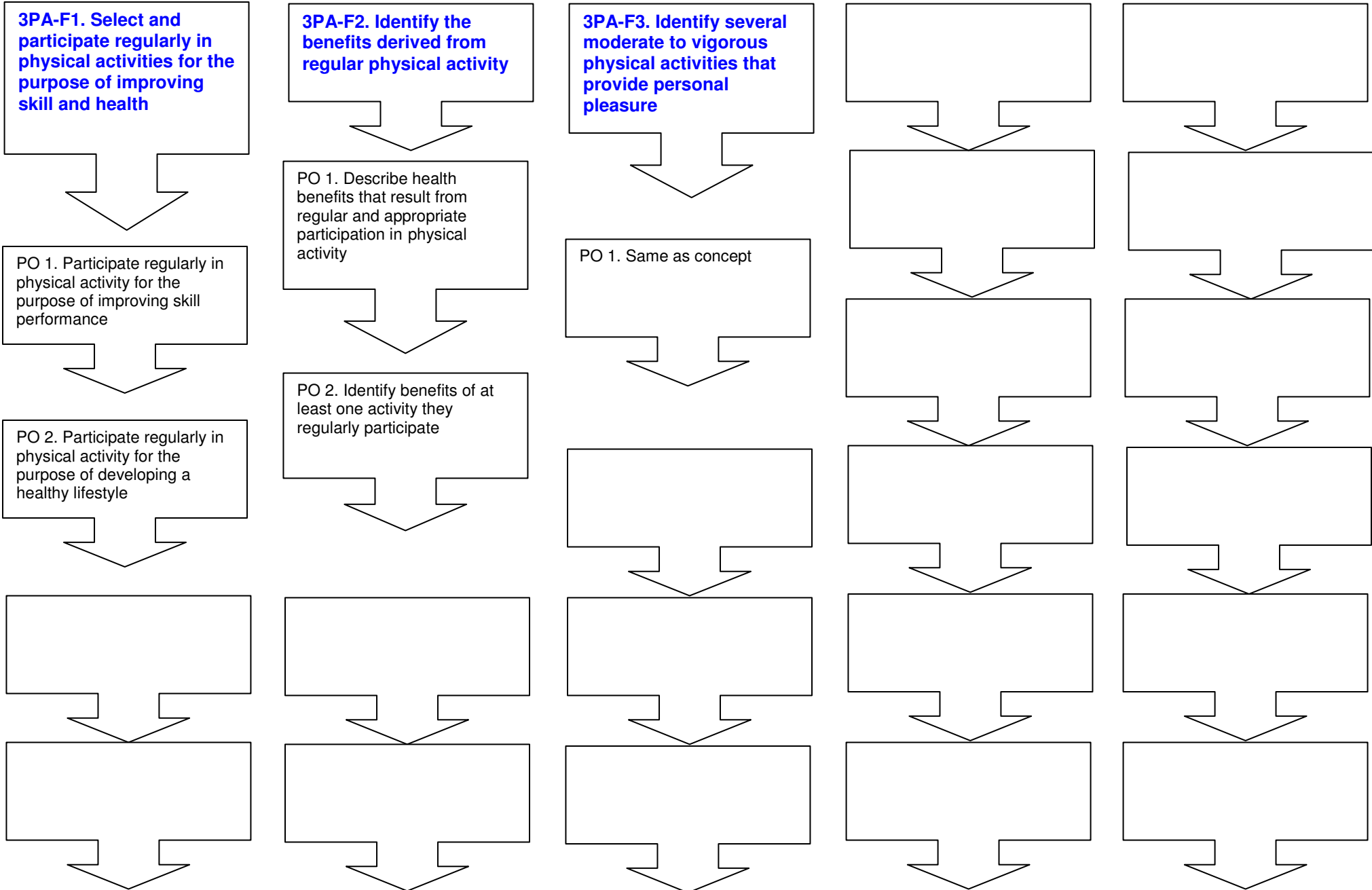
1. Perform to increase muscular strength
2. Perform to increase muscular endurance
3. Perform to increase flexibility

1. Perform rhythmic activities related to cardio-respiratory endurance



**Standard 3:  
Students exhibit a physically active lifestyle.**

**Grade:  
1-3**



**Standard 3:  
Students exhibit a physically active lifestyle.**

**Grade:  
1-3**

**Suggested Activities/Units**

**Strategies**

1. Frisbees

1. Improves skill performance and develops a healthy lifestyle

2. Jump Ropes

1. Improves skill performance and develops a healthy lifestyle

3. Stunts/Tumbling/Mats

1. Improves skill performance and develops a healthy lifestyle

4. Juggling

1. Improves skill performance and develops a healthy lifestyle

5. Rhythms

1. Enhances a healthy lifestyle

6. Bean Bags

1. Improves skill performance and develops a healthy lifestyle



**Standard 4:**  
**Students achieve and maintain a health-enhancing level of physical fitness.**

**Grade:**  
**1-3**

**Suggested Activities/Units**

**Strategies**

1. Frisbees

2. Jump Ropes

3. Stunts/Tumbling/Mats

4. Juggling

5. Rhythms

6. Bean Bags

2. Perform jump rope activities related to cardio respiratory endurance

1. Perform to increase muscular strength
2. Perform to increase muscular endurance
3. Perform to increase flexibility

1. Perform rhythmic activities related to cardio respiratory endurance

**Standard 5:  
Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.**

**Grade:  
1-3**

**5PA-F1. Follow, with few reminders, activity-specific rules, procedures 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 5:**  
**Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.**

**Grade:**  
**1-3**

Suggested Activities/Units	Strategies
1. Frisbees	<ol style="list-style-type: none"><li>1. Utilize safety procedures</li><li>2. Follow rules/etiquette</li><li>3. Work cooperatively and respectfully with others</li></ol>
2. Jump Ropes	<ol style="list-style-type: none"><li>1. Utilize safety procedures</li><li>2. Follow rules/etiquette</li><li>3. Work cooperatively and respectfully with others</li></ol>
3. Stunts/Tumbling/Mats	<ol style="list-style-type: none"><li>1. Utilize safety procedures</li><li>2. Follow rules/etiquette</li><li>3. Work cooperatively and respectfully with others</li></ol>
4. Juggling	<ol style="list-style-type: none"><li>1. Develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings</li></ol>
5. Rhythms	<ol style="list-style-type: none"><li>1. Utilize safety procedures</li><li>2. Follow rules/etiquette</li><li>3. Work cooperatively and respectfully with others</li><li>4. Develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings</li></ol>
6. Bean Bags	<ol style="list-style-type: none"><li>1. Utilize safety procedures</li><li>2. Follow rules/etiquette</li><li>3. Work cooperatively and respectfully with others</li></ol>

**Standard 6:  
Students demonstrate understanding and respect for differences among people  
in physical activity settings.**

**Grade:  
1-3**

**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 6:**  
**Students demonstrate understanding and respect for differences among people in physical activity settings.**

**Grade:**  
**1-3**

**Suggested Activities/Units**

**Strategies**

1. Frisbees

1. Display consideration of others' abilities and differences

2. Jump Ropes

1. Display consideration of others' abilities and differences

3. Stunts/Tumbling/Mats

1. Display consideration of others' abilities and differences

4. Juggling

1. Display consideration of others' abilities and differences

5. Rhythms

1. Display consideration of others' abilities and differences

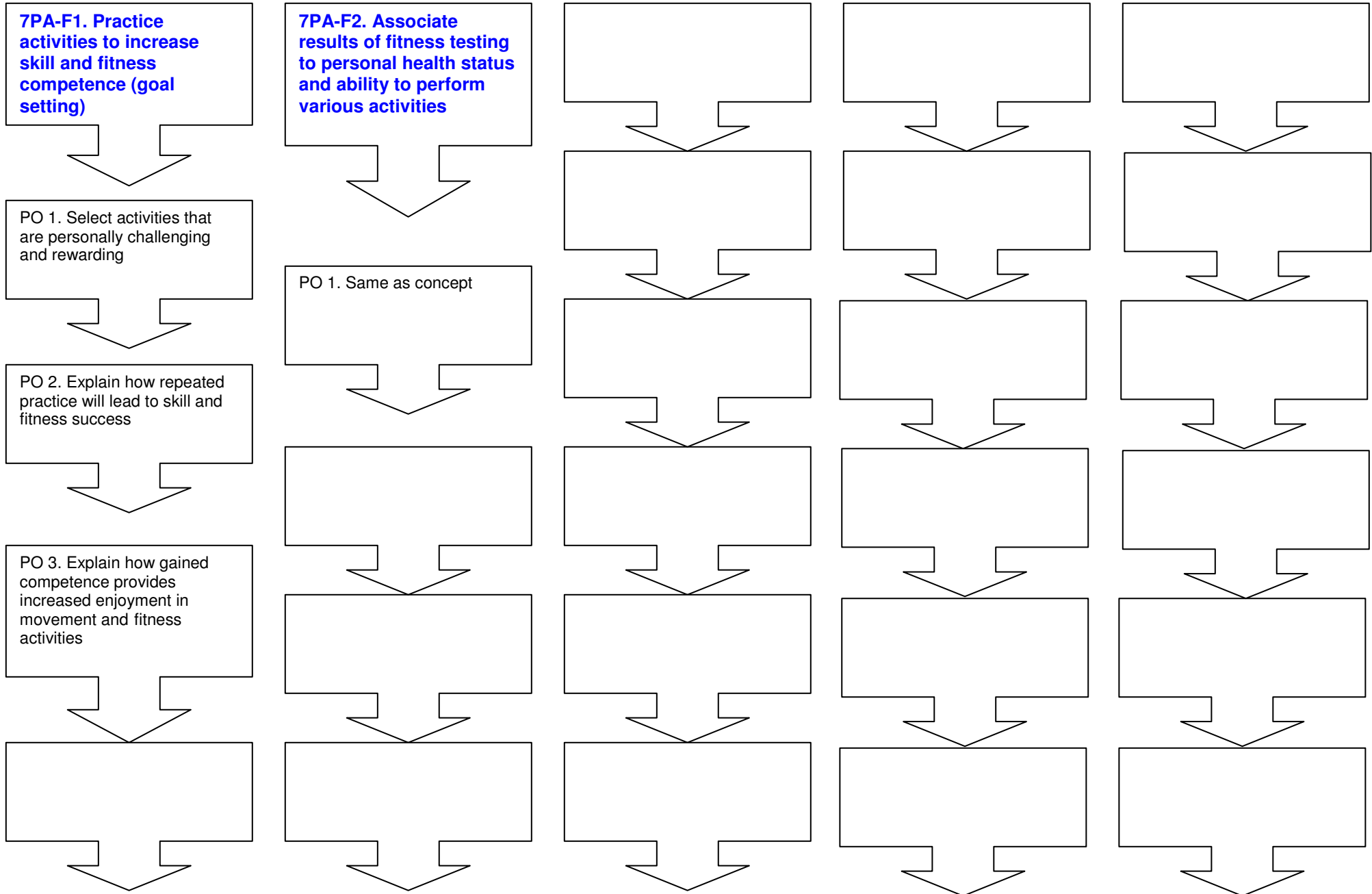
6. Bean Bags

1. Display consideration of others' abilities and differences



**Standard 7:  
Students develop behavioral skills (self-management skills) essential to  
maintaining a physically active lifestyle.**

**Grade:  
1-3**



**Standard 7:**  
**Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.**

**Grade:**  
**1-3**

**Suggested Activities/Units**

**Strategies**

1. Frisbees

1. Improved competence provides increased enjoyment.

2. Jump Ropes

1. Improved competence provides increased enjoyment.

3. Stunts/Tumbling/Mats

1. Improved competence provides increased enjoyment.

4. Juggling

1. Improved competence provides increased enjoyment.

5. Rhythms

1. Improved competence provides increased enjoyment.

6. Bean Bags

1. Improved competence provides increased enjoyment.

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**Suggested Activities:**

Toss as far as can

Toss at a target

Toss to make disk curve

Toss and catch to yourself

Toss and catch with partner

Toss and catch in a group

Toss and/or Catch Tricks

Disc/Frisbee Golf

Ultimate Disc/Frisbee

**Resources:**

Pangrazi, R.P.; Dauer, V.P. 1992.  
Dynamic Physical Education For  
Elementary School Children.  
New York: MacMillian  
Publishing Company.  
  
www.pecentral.com

Unit Name or Activity  
**Discs/Frisbees**

**Learning Objectives:**

1. Students will demonstrate proper throwing technique.
2. Students will demonstrate proper catching technique.
3. Students will understand and demonstrate the effects of force as it relates to distance.
4. Students will understand and demonstrate knowledge of game rules.

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

**Standard 3** – Students exhibit a physically active lifestyle.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Standard 7** – Students develop behavioral skills essential to maintaining a physically active lifestyle.

**Key Skills/Knowledge:**

Grip

Stance

Step

Forward Toss

Release

Distance/Accuracy

Hand-eye Coordination

Catch

Use either hand – toss/catch

Disc/Frisbee game rules

**Vocabulary:**

Sideways Stance

Snapping wrist/"Flick"

Parallel

Tilt

Spin

Target

Force

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**Suggested Activities:**

Pre-jumping games/activities

Modified Jumping – “Cradle”

Individual Jumping

Partner Jumping

Group Jumping

Short Ropes

Long Ropes

Double Dutch

Chinese Jump Ropes

**Resources:**

Pangrazi, R.P.; Dauer, V.P. 1992.  
Dynamic Physical Education For  
Elementary School Children.  
New York: MacMillian  
Publishing Company.

www.pecentral.com

Unit Name or Activity

**Jump Ropes**

**Learning Objectives:**

1. Students will demonstrate several consecutive jumps.
2. Students will demonstrate proper turning techniques.
3. Students will demonstrate appropriate jumping posture, form, and technique.
4. Students will communicate effectively with others.
5. Students will work cooperatively and productively in order to maintain safety.

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

**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.

**Standard 3** – Students exhibit a physically active lifestyle.

**Standard 4** – Students achieve and maintain a health-enhancing level of physical fitness.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Standard 7** – Students develop behavioral skills essential to maintaining a physically active lifestyle.

**Key Skills/Knowledge:**

Grip

Turning the rope

Jumping

Timing

Rhythm

Coordination

Front Door

Back Door

Enter

Exit

**Vocabulary:**

Handles

Turn

Front Door

Back Door

Balls of Feet

Wrist

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**Suggested Activities:**

Animal Movements

Individual Stunts and Balances

Partner Stunts and Balances

Cartwheels

Rolls

Drops

Group Stunts and Balances

Head/Hand Stands

**Resources:**

Pangrazi, Dynamic Physical Education for Elementary School Children  
  
www.pecentral.com

Unit Name or Activity  
**Stunts/Tumbling/Mats**

**Learning Objectives:**

1. Students will demonstrate mature form and functional competence in stationary and moving balance.
2. Students will balance with control on a variety of standard issue objects (e.g. balance board, low beam, large apparatus)
3. Students will demonstrate appropriate form in rolling activities. (e.g. log roll, forward and shoulder rolls)
4. Students will demonstrate control in traveling activities, weight-bearing and balance activities on a variety of body parts.

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

**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.

**Standard 3** – Students exhibit a physically active lifestyle.

**Standard 4** – Students achieve and maintain a health-enhancing level of physical fitness.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Standard 7** – Students develop behavioral skills essential to maintaining a physically active lifestyle.

**Key Skills/Knowledge:**

Balance

Strength

Teamwork

Ipsilateral

Contra lateral

Opposites

Same side

Safety

**Vocabulary:**

Fast

Slow

High

Low

Control

Balance

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**Suggested Activities:**

Scarf Juggling

Juggling with one piece of equipment, then two, then three.

Column Juggling

Cascade Juggling

Reverse Cascade Juggling

Showering Juggling

Juggling with small balls or bean bags

**Resources:**

Pangrazi, R.P.; Dauer, V.P. 1992. Dynamic Physical Education For Elementary School Children. New York: MacMillian Publishing Company.  
  
www.pecentral.com

Unit Name or Activity  
**Juggling**

**Learning Objectives:**

1. Students will be able to explain and demonstrate the proper toss and catch techniques.
2. Students will be able to demonstrate a variety of juggling patterns.
3. Students will understand that repeated practice will improve hand-eye coordination.

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

**Standard 3** – Students exhibit a physically active lifestyle.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Standard 7** – Students develop behavioral skills essential to maintaining a physically active lifestyle.

**Key Skills/Knowledge:**

Grip

Toss

Catch

Hand-eye Coordination

Visual Tracking

Juggling Pattern Sequence

Practice

Repetition

Frustration/Success

**Vocabulary:**

Grip

Toss

Catch

Accurate/Consistent

Eye Level

Body Midline

Peak

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**Suggested Activities:**

Lummi Sticks

Tinikling

Creative Rhythms

Individual/Line Dancing

Partner/Group Dancing

Aerobics

Rhythmic Running

Moving like Animals

**Resources:**

Pangrazi, R.P.; Dauer, V.P. 1992.  
Dynamic Physical Education For  
Elementary School Children.  
New York: MacMillian  
Publishing Company.  
  
www.pecentral.com  
  
Kids In Motion CD

Unit Name or Activity  
**Rhythms**

**Learning Objectives:**

1. Students will understand rhythmic beats
2. Students will perform locomotor and non-locomotor movements to various rhythms.
3. Students will gain understanding of directional changes
4. Students will understand the relationship between rhythmic movements and cardio respiratory fitness

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

**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.

**Standard 3** – Students exhibit a physically active lifestyle.

**Standard 4** – Students achieve and maintain a health-enhancing level of physical fitness.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Standard 7** – Students develop behavioral skills essential to maintaining a physically active lifestyle.

**Key Skills/Knowledge:**

Count

Beat

Rhythm

Pattern/Sequence

Dance Steps

Dance Etiquette

Directions

Locomotor movements

Clapping to the beat

**Vocabulary:**

Rhythm

Beat

Pattern/Sequence

Heart

Lungs

Cardio respiratory

Direction

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**Suggested Activities:**

Self Toss and Catch

Partner Toss and Catch

Toss to a Target

Balancing Bean Bags on a Variety of Body Parts

Toss and Catch Using a Variety of Body Parts

Bean Bag Tag

**Resources:**

Pangrazi, R.P.; Dauer, V.P. 1992. Dynamic Physical Education For Elementary School Children. New York: MacMillian Publishing Company.  
  
www.pecentral.com

Unit Name or Activity  
**Bean Bags**

**Learning Objectives:**

1. Students will be able to demonstrate balancing bean bag on different body parts.
2. Students will be able to demonstrate “Giving with their hands”.
3. Students will be able to demonstrate accurate self toss and catch (e.g. feet to hands, knee to hands).
4. Students will demonstrate using both left and right hands to toss and catch.

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

**Standard 3** – Students exhibit a physically active lifestyle.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Standard 7** – Students develop behavioral skills essential to maintaining a physically active lifestyle.

**Key Skills/Knowledge:**

Grip

Toss

Catch

Hand-Eye Coordination

Visual Tracking

Giving with the Hands

**Vocabulary:**

Accuracy

Give

Tracking

Follow Through





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 non locomotor 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 non locomotor 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 non locomotor 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 provides feedback to the 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. cardio respiratory 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. cardio respiratory 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.