



SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION

LEADERSHIP ■ COMMUNITY ■ SERVICE

Julian D. Crocker, Superintendent

ADAPTED PHYSICAL EDUCATION CURRICULUM GUIDE

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Adapted Physical Education

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A Revised Edition of
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Table of Contents

Introduction	
Developmental Sequence of Gross Motor Skills – Primary Level	Blue
Gross Motor Skills, Sports, Games and Activities – Secondary Level	Yellow
<u>Appendix A</u>	
Gross Motor Developmental Profile – Developmental Age 1-6	Pink
<u>Appendix B</u>	
Gross Motor Developmental Profile – Developmental Age 5-12	Blue
<u>Appendix C</u>	
Gross Motor Developmental Profile – Sorted by Skill	
Physical Education for Students with Moderate to Severe Disabilities	Goldenrod
<u>Appendix D</u>	
Physical Education Grade Level Emphasis and Sample Expectations	
Physical Education Grade Level Standards and Curriculum Benchmark Examples	
Grade PRE – K	Pink
Grades One – Six	Blue
Grades Seven – Twelve	Yellow
<u>Appendix E</u>	
Gross Motor Behavior Objectives Chart Examples	
<u>Appendix F</u>	
Types of Physical Education	
Consultation and Collaboration	
More Than One Type of Physical Education	
Roles of the Adapted Physical Education Specialist	
Glossary of Adapted Physical Education Terms	



ADAPTED PHYSICAL EDUCATION CURRICULUM GUIDE

Introduction

As with the original edition, the revised edition of the *Adapted Physical Education Curriculum Guide* (Adapted PE Curriculum Guide) evolved with the idea that students can effectively learn when placed in the least restrictive physical education program. Motor Fitness Skills, as well as Self-Esteem, Self-Image and Social Skills, are vital components of every quality physical education program and help to ensure independent participation in the physical education program.

The Adapted PE Curriculum Guide was developed using the *Physical Education Framework for California Public Schools Kindergarten through Grade Twelve* ©1994 in conjunction with the *Program Advisory Clarifying Adapted Physical Education Program Services*, California Department of Education, SPD 93/91-01, July 12, 1993. The revised edition contains information from the *California Adapted Physical Education Guidelines* (Draft 5/16/00). Also utilized were some of the most commonly used, standardized, and criterion-based assessment and curriculum tools found in adapted and general physical education programs.

The Adapted PE Curriculum Guide can be used for general, modified, specially designed, and adapted physical education programs. It is based on the special needs of able and disabled students in and for the special and general education classroom teachers, and adapted and general physical education specialists from local district and county schools of San Luis Obispo County.

The Adapted PE Curriculum Guide is a functionally based curriculum. This means that the selected gross motor skills have carry-over value for every day living. Each gross motor skill is broken down and arranged so that they can be refined for the student's recreation, leisure, and personal health-related physical fitness needs.

This document was developed for those students precluded from the general physical education program regardless of ability or disability. The purpose is to empower special and general education teachers, and adapted and general physical education specialists to:

- determine current levels of performance
- assess individual needs
- establish goals and objectives
- develop an appropriate and quality physical education program
- communicate with each other to implement the physical education program
- implement goals and objectives through physical activity.

Developmental Sequence of Gross Motor Skills – Primary Level

The five components are divided into skills and each skill is broken down into tasks. The first task in the column following the skill is the optimum mastery level. The remaining tasks descend in developmental order downward and then to the next column. Use the highest mastery levels to establish Current Levels and write Goals and Objectives. Include conditions and criteria.

Self And Social Development

<p>The specific skills and skill-tasks for each component interact continuously with SELF and SOCIAL DEVELOPMENT. Self Esteem, Self-Realization, Independence, and Social Aptitude are necessary for assessment, development and implementation of gross motor objectives and a well-planned physical education program.</p>			
<p>Self Esteem, Self-Realization, and Independence</p>	<ul style="list-style-type: none"> <input type="radio"/> Has confidence to overcome anxiety and attempt something new (risk taking) <input type="radio"/> Aware of own physical and health limitations; chooses activities within limitations <input type="radio"/> Give and accept verbal support 	<ul style="list-style-type: none"> <input type="radio"/> Participate in general physical education warm up activity <input type="radio"/> Participate parallel to the general physical education class in a physical activity related to the current daily lesson plan. <input type="radio"/> Use problem solving for conflict resolution during play 	<ul style="list-style-type: none"> <input type="radio"/> Participate in general physical education activity without assistance <input type="radio"/> Play cooperatively with other students or when assigned a "buddy" <input type="radio"/> Dress appropriately for activity; take care of own personal hygiene
<p>Social Aptitude</p>	<ul style="list-style-type: none"> <input type="radio"/> Demonstrate sportsmanship and game etiquette 	<ul style="list-style-type: none"> <input type="radio"/> Imitate appropriate behaviors of others <input type="radio"/> Wait patiently for directions and instruction; wait in line for turn 	<ul style="list-style-type: none"> <input type="radio"/> Stay on task for an appropriate amount of time

A. Functional And Non-Locomotor

A1	Sitting	<ul style="list-style-type: none"> <input type="radio"/> Pivot entire body while sitting on a flat surface <input type="radio"/> Sit on a flat surface 	<ul style="list-style-type: none"> <input type="radio"/> Pivot body while sitting on conventional classroom chair <input type="radio"/> Sit on a conventional classroom chair 	<ul style="list-style-type: none"> <input type="radio"/> Push self to sitting position from reclining on flat surface
A2	Raising	<ul style="list-style-type: none"> <input type="radio"/> Lower self to a conventional classroom chair <input type="radio"/> Stand up from the floor 	<ul style="list-style-type: none"> <input type="radio"/> Stand up from conventional classroom chair <input type="radio"/> Pull self using support to standing position 	<ul style="list-style-type: none"> <input type="radio"/> Roll to stomach before standing <input type="radio"/> Raise self to a sitting position from a lying position
A3	Standing	<ul style="list-style-type: none"> <input type="radio"/> Stand in place without support 	<ul style="list-style-type: none"> <input type="radio"/> Stand in place with support 	<ul style="list-style-type: none"> <input type="radio"/> Pivot while standing in place
A4	Crawling	<ul style="list-style-type: none"> <input type="radio"/> Creep on hands and knees <input type="radio"/> Assume (hands and knee) creeping position 	<ul style="list-style-type: none"> <input type="radio"/> Crawl on belly with arm leg cross pattern 	<ul style="list-style-type: none"> <input type="radio"/> Crawl on belly dragging body <input type="radio"/> Log roll from back to stomach and stomach to back
A5	Walking	<ul style="list-style-type: none"> <input type="radio"/> Walk with mature pattern <input type="radio"/> Walk up or down a slope or uneven surface <input type="radio"/> Walk up/down stairs alternating feet 	<ul style="list-style-type: none"> <input type="radio"/> Walk with appropriate gait and rarely falls <input type="radio"/> Walk and turn to left or right <input type="radio"/> Walk backward 	<ul style="list-style-type: none"> <input type="radio"/> Stop walking and maintain standing position <input type="radio"/> Start walking from a standing position <input type="radio"/> Walk forward with or without support

B. Processing Skills

B1	Tracking: Reacting Appropriately to Projectiles in Space	<ul style="list-style-type: none"> <input type="radio"/> Dodge fast moving ball <input type="radio"/> Catch slow moving ball 	<ul style="list-style-type: none"> <input type="radio"/> Differentiate between fast moving and slow moving ball 	<ul style="list-style-type: none"> <input type="radio"/> Track/control eyes: locate and follow moving object
B2	Space Relationships	<ul style="list-style-type: none"> <input type="radio"/> Identify general space <input type="radio"/> Identify personal space 	<ul style="list-style-type: none"> <input type="radio"/> Move body parts in relation to other objects 	<ul style="list-style-type: none"> <input type="radio"/> Move in various directions with visual or verbal cues <input type="radio"/> Aware of direction in space
B3	Body Planes/Laterality: (top/bottom, front/back, right/left)	<ul style="list-style-type: none"> <input type="radio"/> Pedal a tricycle or bicycle 	<ul style="list-style-type: none"> <input type="radio"/> Identify body planes <input type="radio"/> Identify left/right side of self and others 	<ul style="list-style-type: none"> <input type="radio"/> Identify left/right body parts of self and others
B4	Body Parts	<ul style="list-style-type: none"> <input type="radio"/> Identify body parts of self and others 	<ul style="list-style-type: none"> <input type="radio"/> Use proper body parts for appropriate movements 	<ul style="list-style-type: none"> <input type="radio"/> Flex and contract body parts on verbal command
B5	Mirroring and Patterning	<ul style="list-style-type: none"> <input type="radio"/> Differentiate defensive/offensive players, team mate/opponent 	<ul style="list-style-type: none"> <input type="radio"/> Mirror or imitate movements of others 	<ul style="list-style-type: none"> <input type="radio"/> Differentiate colors
B6	Hand and Foot Preferences	<ul style="list-style-type: none"> <input type="radio"/> Use preferred hand or foot all of the time 	<ul style="list-style-type: none"> <input type="radio"/> Use preferred hand or foot most of the time 	<ul style="list-style-type: none"> <input type="radio"/> Use preferred hand or foot some of the time
B7	Rhythms, Marching and Dance	<ul style="list-style-type: none"> <input type="radio"/> Skip (jump) rope using rhythm hop <input type="radio"/> Gallop, jump or run in rhythm to simple tunes 	<ul style="list-style-type: none"> <input type="radio"/> Walk and march to rhythm <input type="radio"/> March in cadence with other students 	<ul style="list-style-type: none"> <input type="radio"/> March to beat of music <input type="radio"/> Walk in cadence <input type="radio"/> Move separate body parts to music

Developmental Sequence of Gross Motor Skills – Primary Level

C. Play, Game and Sport Skills

C1	Retrieving	<input type="checkbox"/> Retrieve ball before it stops rolling	<input type="checkbox"/> Bend, squat, reach to pick up a ball	
C2	Balancing on Body Parts	<input type="checkbox"/> Balance on one body part <input type="checkbox"/> Balance on two body parts	<input type="checkbox"/> Stand on either foot	<input type="checkbox"/> Stand on preferred foot
C3	Swinging	<input type="checkbox"/> Propel self on playground swing	<input type="checkbox"/> Hang on horizontal bar; swing body	<input type="checkbox"/> Swing body parts
C4	Climbing	<input type="checkbox"/> Climb slide ladder cross pattern, slide down, retain balance	<input type="checkbox"/> Climb low play equipment <input type="checkbox"/> Climb (transfer self) into chair	<input type="checkbox"/> Creep up and down stairs
C5	Running	<input type="checkbox"/> Run with mature pattern	<input type="checkbox"/> Run smoothly with changes in speed <input type="checkbox"/> Run with sharp turns	<input type="checkbox"/> Run well without falling
C6	Sliding: Shuffling Sideways	<input type="checkbox"/> Slide to right or left	<input type="checkbox"/> Slide in preferred direction	<input type="checkbox"/> Walk sideways on a line
C7	Jumping: Simultaneous 2 foot takeoff and landing	<input type="checkbox"/> Jump (skip) rope <input type="checkbox"/> Jump and turn (pirouette)	<input type="checkbox"/> Jump over <input type="checkbox"/> Jump forward (standing long jump)	<input type="checkbox"/> Jump from platform <input type="checkbox"/> Jump in place
C8	Leaping: 1 foot take off, opposite foot or 2 foot landing	<input type="checkbox"/> High jump (height) <input type="checkbox"/> Hurdle over low obstacle	<input type="checkbox"/> Run and leap over (running broad jump)	<input type="checkbox"/> Leap forward
C9	Hopping: 1 foot hop and 1 foot land	<input type="checkbox"/> Hop sideways over a line; <input type="checkbox"/> Hop on either foot	<input type="checkbox"/> Hop forward <input type="checkbox"/> Hop in place	<input type="checkbox"/> Balance on one foot and attempt hop
C10	Galloping and Skipping	<input type="checkbox"/> Rhythmic repetition of step hop on alternate feet (skip)	<input type="checkbox"/> Gallop leading with either foot	
C11	Dodging, Chasing & Fleeing	<input type="checkbox"/> Avoid being tagged by maneuvering self from others	<input type="checkbox"/> Chase a fleeing person	<input type="checkbox"/> Avoid (dodge) projectiles by moving person or body parts
C12	Water Safe Swimming	<input type="checkbox"/> Remain buoyant using floating device	<input type="checkbox"/> Submerge face under water <input type="checkbox"/> Grasp and stay on edge of pool	<input type="checkbox"/> Enter pool

D. Object Control Skills

D1	Grasping & Releasing	<input type="checkbox"/> Effectively release ball when tossing or throwing	<input type="checkbox"/> Transfer object from one hand to the other hand	<input type="checkbox"/> Grasp and hold object with one hand
D2	Rolling	<input type="checkbox"/> Roll ball: one hand underhand movement with accuracy	<input type="checkbox"/> Roll ball using underhand movement in direction intended	<input type="checkbox"/> Push a ball in direction intended
D3	Underhand Tossing	<input type="checkbox"/> Toss and catch with another person	<input type="checkbox"/> Toss object into container	<input type="checkbox"/> Toss object in direction intended
D4	Overhand Throwing	<input type="checkbox"/> Throw so peer can catch ball <input type="checkbox"/> Throw using cross patterning	<input type="checkbox"/> Throw for distance and accuracy <input type="checkbox"/> Throw for accuracy	<input type="checkbox"/> Throw for distance <input type="checkbox"/> Throw in direction intended
D5	Catching	<input type="checkbox"/> Play catch with another student <input type="checkbox"/> Catch tennis ball with one hand	<input type="checkbox"/> Catch tossed or thrown ball with hands <input type="checkbox"/> Catch bounced ball with hands	<input type="checkbox"/> Catch ball with arms and body <input type="checkbox"/> Stop rolling/suspended ball with hands
D6	Kicking	<input type="checkbox"/> Drop-kick (punt) a ball <input type="checkbox"/> Take steps to kick moving ball	<input type="checkbox"/> Walk up and kick stationary ball	<input type="checkbox"/> Kick stationary playground ball without losing balance
D7	Dribbling with Hands	<input type="checkbox"/> Dribble: either hand while moving <input type="checkbox"/> Dribble: preferred hand stationary	<input type="checkbox"/> Bounce and catch a playground ball <input type="checkbox"/> Bounce ball to self; different heights	<input type="checkbox"/> Toss and catch ball to self
D8	Dribbling with Feet	<input type="checkbox"/> Dribble with peer while running <input type="checkbox"/> Control ball (dribble) for distance	<input type="checkbox"/> Dribble with stationary person <input type="checkbox"/> Stop rolling ball with feet	<input type="checkbox"/> Control ball from one foot to the other
D9	Striking with Body Parts	<input type="checkbox"/> Rally against ball wall	<input type="checkbox"/> Strike playground ball with fist when bounced	<input type="checkbox"/> Strike suspended ball with hand or other body parts
D10	Striking with Implement	<input type="checkbox"/> Rally against ball wall	<input type="checkbox"/> Hit ball from tee	<input type="checkbox"/> Strike a suspended ball
D11	Shooting a Basketball	<input type="checkbox"/> Make a free throw <input type="checkbox"/> Shoot ball and hit rim or net	<input type="checkbox"/> Throw or shoot ball in direction intended	<input type="checkbox"/> Throw, shoot or maneuver ball in an upward arc
D12	Tossing & Catching Flying Disk: Frisbee	<input type="checkbox"/> Play catch with another person	<input type="checkbox"/> Retrieve and catch a flying disk <input type="checkbox"/> Toss frisbee using proper technique	<input type="checkbox"/> Grasp frisbee correctly in preparation to toss
D13	Juggling: Scarves	<input type="checkbox"/> Juggle three scarves	<input type="checkbox"/> Juggle two scarves with one hand	<input type="checkbox"/> Toss and catch one scarf to self

F. Health Related Physical Fitness

E1	Flexibility	<input type="checkbox"/> Demonstrate flexibility of isolated body parts using various testing measurements for arms, legs, back and hamstrings		
E2	Strength	<input type="checkbox"/> Demonstrate muscular strength and endurance of isolated body parts using various testing measurements for upper body, shoulder girdle, arms, hand grip, abdominal, lower body, & legs		
E3	Aerobic Endurance	<input type="checkbox"/> Walk/run a distance for time or time for distance	<input type="checkbox"/> Use aerobic exercise equipment (stationary bike, step machine)	<input type="checkbox"/> Exercise to raise resting heart beat
E4	Body Composition	<input type="checkbox"/> Use body leanness measurement to understand relationship of physical exercise and proper diet to leanness		<input type="checkbox"/> Use food for proper intake

Gross Motor Skills, Sports, Games and Activities – Secondary Level

Each activity is broken down into task outcomes or benchmarks. The first task following the activity is the optimum mastery level. The remaining tasks descend in a sequential developmental order downward and then to the next column. Use the highest mastery levels to establish Current Levels and write Goals and Objectives. Include conditions and criteria.

Self and Social Development

<p>The specific task outcomes or benchmarks for each activity interact continuously with SELF and SOCIAL DEVELOPMENT. Self Esteem, Self-Realization, Independence, and Social Aptitude are necessary for assessment, development and implementation of gross motor objectives and a well-planned physical education program.</p>			
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<p>Social Aptitude</p>	<ul style="list-style-type: none"> ○ Demonstrate sportsmanship and game etiquette 	<ul style="list-style-type: none"> ○ Imitate appropriate behaviors of others ○ Wait patiently for directions and instruction; wait in line for turn 	<ul style="list-style-type: none"> ○ Stay on task for an appropriate amount of time

Individual, Dual and Team Activities

Aerobics	<ul style="list-style-type: none"> ○ Cardiovascular activity, cool down 	<ul style="list-style-type: none"> ○ Floor work 	<ul style="list-style-type: none"> ○ Warm-up, stretch
Archery	<ul style="list-style-type: none"> ○ Modified or lead-up activity: novelty contests, tournaments 	<ul style="list-style-type: none"> ○ Aim: point of aim, point of blank range, grouping arrows, trajectory of flight at different distances ○ Anchor, draw, release 	<ul style="list-style-type: none"> ○ Stance: address target, holding bow, nocking arrow ○ String bow
Badminton	<ul style="list-style-type: none"> ○ Lead-up game play, singles, doubles ○ Hairpin, flick, drive 	<ul style="list-style-type: none"> ○ Underhand strokes: clear, lob ○ Strikes: backhand, forehand 	<ul style="list-style-type: none"> ○ Serve: long, short ○ Footwork, grip, wrist action
Ball Wall	<ul style="list-style-type: none"> ○ Lead-up game play ○ Side wall play 	<ul style="list-style-type: none"> ○ Handball, Racquet, Paddle ○ Rally with peer 	<ul style="list-style-type: none"> ○ One wall play ○ Serve, receive serve, volley
Basketball	<ul style="list-style-type: none"> ○ Lead-up game play: 2 on 3 drill, 3 on 3 game 	<ul style="list-style-type: none"> ○ Biomechanics: shooting ○ Stationary / moving: catch, pass, dribble 	<ul style="list-style-type: none"> ○ Pass: bounce, chest, baseball, overhead
Field Hockey	<ul style="list-style-type: none"> ○ Lead-up game play 	<ul style="list-style-type: none"> ○ Roll in, bully, fielding, tackle (straight on), left-hand lunge, circular tackle 	<ul style="list-style-type: none"> ○ Pass: drive, push ○ Stick: carry, grip, dribble
Frisbee	<ul style="list-style-type: none"> ○ Ultimate, guts 	<ul style="list-style-type: none"> ○ Frisbee golf, freestyle 	<ul style="list-style-type: none"> ○ Biomechanics: catch, throw
Golf	<ul style="list-style-type: none"> ○ 9-18 hole whiffle ball game ○ Clubs: irons, woods, putter, wedge 	<ul style="list-style-type: none"> ○ Chip, putt 	<ul style="list-style-type: none"> ○ Appropriate grip, swing ○ Safety
Gymnastics	<ul style="list-style-type: none"> ○ Create individual or group routines ○ Vaults: approach, hurdle and take-off, pre-flight, support, after-flight land 	<ul style="list-style-type: none"> ○ Parallel and uneven parallel bars: mounts, stunts, dismounts ○ Balance beam: mounts, movements, dismounts 	<ul style="list-style-type: none"> ○ Floor exercise: tumbling, runs, combinations ○ Tumbling stunts: strength, flexibility, balance, coordination
Hawaiian Football	<ul style="list-style-type: none"> ○ Play game ○ Block (basketball screen), run pass patterns 	<ul style="list-style-type: none"> ○ Catch while moving: hand positioning for catching 	<ul style="list-style-type: none"> ○ Pass: overhand, underhand, push
Health Related Physical Fitness	<ul style="list-style-type: none"> ○ Cardiovascular techniques: run, jump rope, active games ○ Lifestyle management: diet, exercise 	<ul style="list-style-type: none"> ○ Strength training: weight lifting, plyometrics, pull-ups, push-ups ○ Aerobic capacity, flexibility, strength, body composition 	<ul style="list-style-type: none"> ○ Stretching: warm-up, cool down ○ Areas of fitness test: age appropriateness of tasks
Outdoor Camping, Backpacking	<ul style="list-style-type: none"> ○ Cooking, buying food from store, backpack foods ○ Orienteering 	<ul style="list-style-type: none"> ○ Packing backpack ○ Equipment use, set up test, outdoor first aid 	<ul style="list-style-type: none"> ○ Camping types: trailer, weekend backpacking, cross country ski, canoe camping
Pickleball	<ul style="list-style-type: none"> ○ Doubles and singles tournament ○ Basic rules, game object, strategies 	<ul style="list-style-type: none"> ○ Offensive and defensive positions, receive serve, volley line 	<ul style="list-style-type: none"> ○ Serve: straight, spin
Recreational Games	<ul style="list-style-type: none"> ○ Ultimate frisbee, touchdown 	<ul style="list-style-type: none"> ○ Multi-cultural games, capture the flag, soccer basketball 	<ul style="list-style-type: none"> ○ Earth ball games
Rhythmic Gymnastics	<ul style="list-style-type: none"> ○ Routine to music 	<ul style="list-style-type: none"> ○ Wands, hoops, ropes 	<ul style="list-style-type: none"> ○ Ball
Rope Skipping	<ul style="list-style-type: none"> ○ Various rope skip skills: doublers, run, backward, cross overs 	<ul style="list-style-type: none"> ○ Aerobic conditioning ○ Shuffle, one foot 	<ul style="list-style-type: none"> ○ Rhythmic jumping

Gross Motor Skills, Sports, Games and Activities – Secondary Level

Individual, Dual and Team Activities (continued)

Self-Defense	<ul style="list-style-type: none"> ○ Defense: purse and closet arsenal ○ Respond to threat of attack 	<ul style="list-style-type: none"> ○ Wrist grip releases, finger, thumb press ○ Blows: palm, open hand, elbow, fist 	<ul style="list-style-type: none"> ○ Common sense self defense: attitude, run away, phone and home safety, walking alone, elevator, scream
Soccer	<ul style="list-style-type: none"> ○ Activity game: 4 goal soccer, steal the bacon 	<ul style="list-style-type: none"> ○ Foot dribble, trap 	<ul style="list-style-type: none"> ○ Pass: toe, instep, head ○ Throw in
Softball, Over The Line	<ul style="list-style-type: none"> ○ Lead up or game play: 3 on 3 tournament ○ Field positions, base running 	<ul style="list-style-type: none"> ○ Hitting: long strike – home run, short stroke—single ○ Throwing skills: pitch, overhand, underhand (toss) 	<ul style="list-style-type: none"> ○ Fielding: catching a ball ○ Mechanics: throw, catch, bat
Speedball	<ul style="list-style-type: none"> ○ Player position: front line players, back, guards 	<ul style="list-style-type: none"> ○ Skills: kick, overhand dribble, run jump, pivot, heading 	<ul style="list-style-type: none"> ○ Skills: trapping, volley, guard and check
Team Handball	<ul style="list-style-type: none"> ○ Activity game: 7-9 on a team 	<ul style="list-style-type: none"> ○ Goal play, screen ○ Dribbling, passing 	<ul style="list-style-type: none"> ○ Shooting: jump, bounce, backhand
Tennis	<ul style="list-style-type: none"> ○ Lead-up or game play ○ Service 	<ul style="list-style-type: none"> ○ ground strokes: backhand, forehand, lob, volley 	<ul style="list-style-type: none"> ○ Footwork, grip
Track and Field	<ul style="list-style-type: none"> ○ Track meet or skill challenges 	<ul style="list-style-type: none"> ○ Running event (biomechanics): relay, distance run, sprint, hurdles 	<ul style="list-style-type: none"> ○ Field events (biomechanics): shot put, discus, high jump, long jump
Volley Tennis	<ul style="list-style-type: none"> ○ Lead-up or game play 	<ul style="list-style-type: none"> ○ Rotation, positions ○ Skills: pass, set, hit 	<ul style="list-style-type: none"> ○ Serve
Volleyball	<ul style="list-style-type: none"> ○ Lead-up game play ○ Rotations 	<ul style="list-style-type: none"> ○ Serve: underhand, overhand ○ Bump, set, spike 	<ul style="list-style-type: none"> ○ Hand position for: bump, set, underhand pass
Weight Training	<ul style="list-style-type: none"> ○ Circuit training ○ Workout modalities: strength, bulk, conditioning, body building 	<ul style="list-style-type: none"> ○ Elements of fitness: strength, aerobic capacity, flexibility, body composition 	<ul style="list-style-type: none"> ○ Warm-up ○ Cardiovascular: jump rope, sustained jog/run
Wrestling	<ul style="list-style-type: none"> ○ Lead-up activity play: 1 minute rounds, team scoring ○ Pin combinations: half nelson, reverse half nelson 	<ul style="list-style-type: none"> ○ Takedowns: single leg and double leg ○ Break down: wrist, far ankle, near ankle, head, level 	<ul style="list-style-type: none"> ○ Escape: roll, sit-up, stand up ○ Referees position
Yoga, Stretching	<ul style="list-style-type: none"> ○ Relaxation techniques 	<ul style="list-style-type: none"> ○ Combinations: stretches, postures, balance 	<ul style="list-style-type: none"> ○ Balance, postures, stretches

Aquatic Activities

Aqua Calisthenics	<ul style="list-style-type: none"> ○ Deep water work ○ Implement work, ball work 	<ul style="list-style-type: none"> ○ Leg/Arm resistance 	<ul style="list-style-type: none"> ○ Cardiovascular routines
Diving	<ul style="list-style-type: none"> ○ Dives: swan, jackknife, somersaults, half twists 	<ul style="list-style-type: none"> ○ Take off, hurdle 	<ul style="list-style-type: none"> ○ Approach, entry
Inner Tube Polo	<ul style="list-style-type: none"> ○ Modified game: rotating goalies 	<ul style="list-style-type: none"> ○ Defense: dunk 	<ul style="list-style-type: none"> ○ Shooting: straight, bounce, backward
Instructional Swimming (Intermediate)	<ul style="list-style-type: none"> ○ Turn, touch and flip ○ 15 minutes swim ○ 5 minute back float ○ 5 minutes tread 	<ul style="list-style-type: none"> ○ Dive from board, starting blocks ○ Lifesaving ○ Pool side dive into deep water ○ Jump from low board 	<ul style="list-style-type: none"> ○ Drown proof ○ Scull on back ○ Back stroke ○ Side stroke
Instructional Swimming (Beginning)	<ul style="list-style-type: none"> ○ Deep water experience: jump in, surfacing, level off ○ Arm stroke and breathing, rhythmic breathing 	<ul style="list-style-type: none"> ○ Elementary back stroke, freestyle ○ Jump into pool ○ Back float ○ Prone: kick glide, glide, float and stand 	<ul style="list-style-type: none"> ○ Water safety ○ Water adjustment: walk in water, open eyes in water, entry and exit, bobbing, getting head wet
Water Polo	<ul style="list-style-type: none"> ○ Lead-up game play 	<ul style="list-style-type: none"> ○ Egg beater kick 	<ul style="list-style-type: none"> ○ Shooting: straight, bounce, backward
Various Aquatic Games	<ul style="list-style-type: none"> ○ Underwater hockey 	<ul style="list-style-type: none"> ○ Volleyball 	<ul style="list-style-type: none"> ○ Relays, dives

Dance Activities

Ballet	<ul style="list-style-type: none"> ○ Simple adagio ○ Ballet steps and terminology 	<ul style="list-style-type: none"> ○ Ballet barre work ○ Ballet positions 	<ul style="list-style-type: none"> ○ Ballet history and social development
Folk	<ul style="list-style-type: none"> ○ Multi-cultural dances 	<ul style="list-style-type: none"> ○ Dances: individual, group, partner 	<ul style="list-style-type: none"> ○ History of folk dances
Jazz and Modern	<ul style="list-style-type: none"> ○ Beginning choreography 	<ul style="list-style-type: none"> ○ Series of movements to music ○ Spatial design, changes 	<ul style="list-style-type: none"> ○ Movement qualities: walk, run, hop, jump, leap, skip, slide, gallop
Social	<ul style="list-style-type: none"> ○ Waltz, western swing, swing, fox-trot 	<ul style="list-style-type: none"> ○ Lead techniques 	<ul style="list-style-type: none"> ○ Social dance position ○ Etiquette
Square	<ul style="list-style-type: none"> ○ Dance to caller ○ Skills: swing, promenade allemande, grand, circle, right/left through 	<ul style="list-style-type: none"> ○ Skills: honor, see-saw, star, do-sa-do, ladies chair, courtesy turn, twirl, shuffle 	<ul style="list-style-type: none"> ○ Orientation to square: head couple, foot couple, side couple, 1st, 2nd, 3rd couple, corner

Gross Motor Developmental Profile - Developmental Age 1-6 Years

This Developmental Profile can be used to determine an approximate gross motor developmental age level.

#	CA	Skill-Tasks	#	CA	Skill-Tasks
A2	1.0	Climb in and out of an adult chair	C6	2.6	Walk sideways 5 feet
A2	1.0	Climb onto furniture such as a low couch	C7	2.6	Jump in place 3/3xs
A3	1.0	Stand alone	C9	2.6	Hop (attempt)
A3	1.0	Stand with normal or broad stance	C9	2.6	Hop on other foot (attempt)
A4	1.0	Creep down stairs backward	D4	2.6	Throw 8" ball overhand with 2 hands 4-5 feet
A4	1.0	Creep up stairs	D4	2.6	Throw object and follow them visually
A5	1.0	Run stiffly with some falling	D5	2.6	Catch 8" ball dropped by teacher to student
A5	1.0	Walk alone 3 steps	D6	2.6	Walk up and kick stationary ball
A5	1.0	Walk forward holding on to furniture	D7	2.6	Bounce 8" ball 2 or more times with both hands
A5	1.0	Walk holding hands out for balance rather than	A3	3.0	Stand heels together with arms at sides
A5	1.0	Walk sideways	A3	3.0	Stand on either foot momentarily
A5	1.0	Walk with hands swinging at side	A3	3.0	Stand on one foot 1-2 seconds
A5	1.0	Walk with broad stance	A5	3.0	Walk (steps) without assistance (attempts)
B5	1.0	Build tower (attempts)	A5	3.0	Walk up/down stairs alternating feet with assistance
B7	1.0	Move whole body in rhythmic response to music	A5	3.0	Walk forward heel and toe three steps
A2	1.6	Push self in small chair	A5	3.0	Walk on line
A2	1.6	Seat self in small chair	A5	3.0	Walk on tiptoes a distance of 2 yards
A3	1.6	Stand on balance board with one hand held (attempts)	A5	3.0	Walk on tip-toes
A3	1.6	Stand on one foot with hand held by another person	A5	3.0	Walk up stairs alternating feet while holding rail
A3	1.6	Stand on either foot with one hand held	B2	3.0	Build tower with ten blocks
A3	1.6	Stand with heels together	B2	3.0	Carry a tray
A5	1.6	Walk alone	B3	3.0	Pedal tricycle
A5	1.6	Walk alone up stairs holding rail	B4	3.0	Know: fingers, thumb, toes, neck, thumb, cheek
A5	1.6	Walk down stairs with one hand held	B5	3.0	Copy a circle
A5	1.6	Walk fast	B5	3.0	Know: red, blue, green
A5	1.6	Walk stepping over a 5 cm by 10 cm board without	B5	3.0	Know: today, last night, tonight
A5	1.6	Walk up stairs with one hand held	B5	3.0	Know: up/down, out/in
A5	1.6	Walk well and rarely falls	B5	3.0	Matches: circle and square
B2	1.6	Build tower with two or more blocks	B5	3.0	Matches: orange, purple, brown, black, pink, gray
B3	1.6	Pull wheel toy	C4	3.0	Climb ladder of low play equipment
B4	1.6	Know: mouth, eyes, nose, feet	C5	3.0	Run smoothly with change in speed and sharp turns
C1	1.6	Squat to pick up object from floor	C7	3.0	Jump (2 or more jump consecutively)
C1	1.6	Stoop to pick up toy from floor	C7	3.0	Jump (standing long jump) 8 inches
D2	1.6	Roll playground ball while in sitting position	C7	3.0	Jump from 8" platform
D4	1.6	Hurl ball	C9	3.0	Hop with support on preferred foot
D6	1.6	Kick a playground ball without losing balance	D4	3.0	Toss 8" ball underhand with 2 hands 3-5 feet
A3	2.0	Stand on tiptoes 1-5 seconds	D4	3.0	Throw ball overhand 5'
A4	2.0	Creep backward downstairs	D4	3.0	Throw playground ball a distance of 3 meters
A5	2.0	Walk backward 5 feet	D5	3.0	Catch ball with extended stiff arms
A5	2.0	Walk backward a distance of 2 cm	D5	3.0	Catch bounced playground ball with arms and body
A5	2.0	Walk backward three steps	D5	3.0	Catch bounced playground with hands and chest
A5	2.0	Walk down stairs with hand support	D5	3.0	Trap 8" ball bounced from 3 feet 3/5xs
A5	2.0	Walk up stairs with 2 feet on a step	D6	3.0	Kick stationary ball several feet in intended direction
A5	2.0	Walk with one foot on balance board	D7	3.0	Bounce playground ball with one hand 2 meters a
B2	2.0	Build tower with six or more blocks	A3	3.6	Stand on one foot 3-5 seconds
B4	2.0	Know: hair, tongue, teeth, hand, ears, legs	A5	3.6	Walk on straight line
B5	2.0	Collate object graduated in size	B3	3.6	Pedal tricycle around wide corners
C5	2.0	Run 15 feet non-stop	B4	3.6	Know: arms, fingers
C5	2.0	Run well without falling	B5	3.6	Copy a cross
C7	2.0	Jump down one step	B5	3.6	Know: rectangle, triangle, diamond
C7	2.0	Jump in place	B5	3.6	Sort dissimilar objects
C7	2.0	Jump off floor with both feet	C7	3.6	Jump over 2 inch high obstacle
C9	2.0	Hop on preferred foot (attempts)	C9	3.6	Hop 1 or more times on either foot
D4	2.0	Throw 8" ball randomly	C9	3.6	Hop with support on non-preferred foot
D5	2.0	Stop rolled 8" ball with hands	D4	3.6	Throw 3"x3" bean bag 6 feet in intended direction
D5	2.0	Walk up and kick a stationary playground ball	D5	3.6	Trap 8" ball bounced from 5 feet 3/5xs
D6	2.0	Kick (pushes) stationary ball with foot (attempts)	D6	3.6	Make contact with rolled ball
D6	2.0	Kick ball while standing still	A3	4.0	Stand on either foot for 5 seconds
D7	2.0	Bounce and catch playground ball with both hands	A5	4.0	Walk balance board heel-to-toe with hands at side
A3	2.6	Stand on balance board without assistance	A5	4.0	Walk circular 25 mm line
A3	2.6	Stand on one foot with no help (attempts)	A5	4.0	Walk down stairs alternating feet holding object
A3	2.6	Stand on tiptoes 6-10 seconds	A5	4.0	Walk down stairs alternating feet without assistance
A5	2.6	Walk backwards	A5	4.0	Walk forward on line heel and toe 2 meters
A5	2.6	Walk balance board with both hands held	A5	4.0	Walk on circular line
A5	2.6	Walk down stairs 2 feet on a step	A5	4.0	Walk up stairs carrying object without holding rail
A5	2.6	Walk on tiptoe three steps	A5	4.0	Walk up or down stair alternating feet
B3	2.6	Sit on wheel toys to be pushed	A5	4.0	Walk with mature pattern
B4	2.6	Know: head	B2	4.0	Build tower with more than ten blocks
B5	2.6	Know: little/big, short/long	B2	4.0	Carry cup of water
B5	2.6	Make stirring movement	B3	4.0	Pedal tricycle around obstacles and sharp corner
B5	2.6	Match: red, blue, green, yellow	B3	4.0	Ride and steers wagon with one foot
C1	2.6	Bend at waist to pick up object from floor	B4	4.0	Know: heel, elbow, ankle
C4	2.6	Climb into paper carton	B5	4.0	Know: circle, square, rectangle
C5	2.6	Run with early stage pattern			

Gross Motor Developmental Profile - Developmental Age 1-6 Years

This Developmental Profile can be used to determine an approximate gross motor developmental age level.

#	CA	Skill-Tasks	#	CA	Skill-Tasks
B5	4.0	Know: tall/short, slow/fast, bottom/top, over/under, far/near, go/stop	D5	5.5	Catch bounced tennis ball with both hands
B5	4.0	Know: yesterday, tomorrow, tomorrow night	D5	5.5	Catch thrown playground ball with both hands
B5	4.0	Names when pointed to: red, blue, green, yellow	D6	5.5	Take 2 coordinated steps and kicks a playground ball
B7	4.0	Move separate body parts to music	E3	5.6	The heart never rests
C4	4.0	Climb ladder of playground equipment	E3	5.6	The heart is located just left of middle of the chest
C6	4.0	Walk scissors steps across 25 mm-wide line 2 meters	E3	5.6	The heart is the most important muscle in the body
C7	4.0	Jump (running long jump)	E3	5.6	The lungs are two pinkish air sacks located inside of the chest
C7	4.0	Jump forward 10 consecutive times with feet together	E4	5.6	A Person's heart is the size of a fist
C9	4.0	Hop distance of 2 meters on preferred foot	E4	5.6	A heart is shaped more like a pear than a Valentine
C9	4.0	Hop in place on either foot 5xs	E4	5.6	A strong heart muscle will last longer than a weak heart muscle
C10	4.0	Gallop (skips) on 1 foot	E4	5.6	A stronger heart is able to pump more blood with each beat
C10	4.0	Gallop 6-10 patterns	E4	5.6	Air contains oxygen
C10	4.0	Skip on one foot	E4	5.6	Breathing in (inhale) expands the chest like a balloon
D1	4.0	Sequence touching thumb to fingers	E4	5.6	Breathing out (exhale) lets the air out of the balloon
D4	4.0	Throw 3"x3" bean bag 12 feet in intended direction	E4	5.6	Chest, exercise, pump, beat, muscle, lungs, inhale, exhale, air, oxygen
D4	4.0	Throw tennis ball a distance of 3 meters	E4	5.6	Exercise makes the heart muscle stronger
D5	4.0	Catch bounced ball	E4	5.6	Fish and chicken are good for us
D5	4.0	Catch thrown playground ball with arms and body	E4	5.6	Fruits are good for us
D5	4.0	Trap (arms and body) 8" ball thrown from 5 feet	E4	5.6	Smoking is harmful
D6	4.0	Kick rolled ball several feet in any direction	E4	5.6	Vegetables are good for us
E2	4.0	Hang from a horizontal bar	A3	6.0	Stand on one foot momentarily with eyes closed
A5	4.6	Walk (crossing over midline) 4-6 steps	A5	6.0	Walk backward toe to heel a distance of 2 meter
A5	4.6	Walk backward with hands at side	B2	6.0	Build structure with block, Legos, etc.
A5	4.6	Walk balance board backward heel and toe	B2	6.0	Carry 10 lb. sack
A5	4.6	Walk down stairs carrying object without holding rail	B3	6.0	Ride small bike without training wheels
A5	4.6	Walk forward 10' on 2" line	B4	6.0	Know: waist
B4	4.6	Know: knee, chin, fingernails, heel	B5	6.0	Know: front/back, right/left, right/left of others
B5	4.6	Copy a square	B5	6.0	Know: last week, next week, last year
B5	4.6	Crease paper with fingers	B5	6.0	Know: thin/fat, thick/thin, narrow/wide, light/heavy
B7	4.6	Walk to rhythm	C2	6.0	Stand on each foot alternately eyes closed
C5	4.6	Run with mature pattern	C5	6.0	Run around 3 obstacles 45 m distance in 12 seconds
C9	4.6	Hop 4 foot distance	C7	6.0	Jump (running long jump) 60 inches or more
C9	4.6	Hop distance of 1 meter on other foot	C7	6.0	Jump (skips) rope
D4	4.6	Throw 3"x3" bean bag at 18"x36" target from 5 feet	C7	6.0	Jump (standing broad jump) 38"
D5	4.6	Trap (hands and body) 8" ball thrown from 5 feet	C7	6.0	Jump and turns
D6	4.6	Kick rolled ball several feet in intended direction	C7	6.0	Jump over yardstick
A3	5.0	Stand on 1 foot with arms folded across chest	C9	6.0	Hop more than 2 meters on preferred foot
A3	5.0	Stand on tip-toes with hand on hips	C10	6.0	Gallop; jumps and runs in rhythm to simple song
A3	5.0	Stand on one foot for 10 seconds	D3	6.0	Toss 4 of 5 bean bags into a wastebasket
A3	5.0	Stand on each foot alternately	D5	6.0	Catch ball with 1 hand
A5	5.0	Walk backward toe to heel six steps	D5	6.0	Catch thrown tennis ball with one hand
A5	5.0	Walk backward heel-to-toe	D7	6.0	Bounce ball with 1 hand and catch with 2 hands
B3	5.0	Ride small bike with training wheels	E1	6.0	Sit and reach test: 25cm
B4	5.0	Know: shoulder, jaw, hips, wrist	E2	6.0	Pull up and holds chin above overhead bar
B5	5.0	Know: above/below, forward/backward, away from/toward	E2	6.0	Pull ups: 1
B5	5.0	Know: blue	E2	6.0	Sit ups: 20 (girls) or 20 (boys) in 60 seconds
B5	5.0	Know: center/corner, straight/crooked, through/around	A3	6.6	Stand on either foot momentarily with eyes closed
B5	5.0	Know: day before yesterday, day after tomorrow, morning	B5	6.6	Draw line with ruler
B5	5.0	Know: few/many, empty/full, less/more, low/high, inside/outside, off/on, closed/open	B5	6.6	Drive large nails in soft wood
B7	5.0	Make rhythmic movement with hand instrument (attempts)	C9	6.6	Hop more than 2 meters on other foot
B7	5.0	March rhythmically to music	E1	6.6	Always stretch before vigorous activity
C3	5.0	Swing each leg separately back and forth	E2	6.6	Muscles need oxygen
C5	5.0	Run 45 meters in 15 seconds	E2	6.6	To develop and maintain strong muscles you must use them
C7	5.0	Jump (long jumps) 20 inches	E3	6.6	Oxygen is the energy fuel for the muscles
C7	5.0	Jump backward	E3	6.6	Child's resting heart range is 60-95 beats per minute
C9	5.0	Hop distance of 2 meters on other foot	E3	6.6	The heart is a hollow muscle with different parts
C9	5.0	Hop forward on each foot separately	E3	6.6	The maximum heart rate is the maximum number of times the heart can beat in one minute
C10	5.0	Skip alternating feet	E4	6.6	Biceps, energy, fuel, blood vessels, circulation, range, maximum, heart rate, sweat, endurance
D3	5.0	Toss more than 1 of 5 bean bags into a wastebasket	E4	6.6	Blood vessels carry blood pumped by the heart all over the body
D5	5.0	Catch bounced playground ball with both hands	E4	6.6	Cereal without sugar is good for us
D5	5.0	Catch thrown playground ball with hands and chest	E4	6.6	Eating a variety of food keeps us healthy
D6	5.0	Walk up and kicks ball	E4	6.6	Low fat milk, plain yogurt, cottage cheese and skim milk are good for us
E1	5.0	Can do the sit and reach test 25cm	E4	6.6	People who exercise regularly usually have more muscle and less fat than people who do not exercise
E1	5.0	Touch toes with both hands	E4	6.6	Sweating indicates body is working hard enough to get stronger
E2	5.0	Pull ups: 1	E4	6.6	Sweating is one way the body cools itself off
E2	5.0	Sit ups: 20 (girls) or 20 (boys) in 60 seconds	E4	6.6	There are many activities that may be performed outside of school which can improve cardiorespiratory endurance including bicycling, running, jumping rope
E3	5.0	Mile walk/run: 14:00 minutes (girls) and 13:00 (boys)	E4	6.6	Tobacco is made up of harmful substances
E4	5.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)			
A3	5.5	Stand on either foot for 10 seconds			
A5	5.5	Walk up and down stairs carrying objects in bottle			
B7	5.5	Keep in time to simple tunes with hand instrument			
C5	5.5	Run 45 meters in 12 seconds			

Gross Motor Developmental Profile - Developmental Age 5-12 Years

This Developmental Profile can be used to determine an approximate gross motor developmental age level.

#	CA	Skill-Tasks	#	CA	Skill-Tasks
A5	4.6	Walk (crossing over midline) 4-6 steps	A3	6.0	Stand on one foot momentarily with eyes closed
A5	4.6	Walk backward with hands at side	A5	6.0	Walk backward toe to heel a distance of 2 meter
A5	4.6	Walk balance board backward heel and toe	B2	6.0	Build structure with blocks, Legos, etc.
A5	4.6	Walk down stairs carrying object without holding rail	B2	6.0	Carry 10 lb. sack
A5	4.6	Walk forward 10' on 2" line	B3	6.0	Ride small bike without training wheels
B4	4.6	Know: knee, chin, fingernails, heel	B4	6.0	Know: waist
B5	4.6	Copy a square	B5	6.0	Know: front/back, right/left, right/left of others
B5	4.6	Crease paper with fingers	B5	6.0	Know: last week, next week, last year
B7	4.6	Walk to rhythm	B5	6.0	Know: thin/fat, thick/thin, narrow/wide, light/heavy
C5	4.6	Run with mature pattern	C2	6.0	Stand on each foot alternately eyes closed
C9	4.6	Hop 4 foot distance	C5	6.0	Run around 3 obstacles 45 m distance in 12 seconds
C9	4.6	Hop distance of 1 meter on other foot	C7	6.0	Jump (running long jump) 60 inches or more
D4	4.6	Throw 3"x3" bean bag at 18"x36" target from 5 feet	C7	6.0	Jump (skips) rope
D5	4.6	Trap (hands and body) 8" ball thrown from 5 feet	C7	6.0	Jump (standing broad jump) 38"
D6	4.6	Kick rolled ball several feet in intended direction	C7	6.0	Jump and turns
A3	5.0	Stand on 1 foot with arms folded across chest	C7	6.0	Jump over yardstick
A3	5.0	Stand on tip-toes with hand on hips	C9	6.0	Hop more than 2 meters on preferred foot
A3	5.0	Stand on one foot for 10 seconds	C10	6.0	Gallop jumps and runs in rhythm to simple song
A3	5.0	Stand on each foot alternately	D3	6.0	Toss 4 of 5 bean bags into a wastebasket
A5	5.0	Walk backward toe to heel six steps	D5	6.0	Catch ball with 1 hand
A5	5.0	Walk backward heel-to-toe	D5	6.0	Catch thrown tennis ball with one hand
B3	5.0	Ride small bike with training wheels	D7	6.0	Bounce ball with 1 hand and catch with 2 hands
B4	5.0	Know: shoulder, jaw, hips, wrist	E1	6.0	Sit and reach test: 25cm
B5	5.0	Know: above/below, forward/backward, away from/toward	E2	6.0	Pull up and holds chin above overhead bar
B5	5.0	Know: blue	E2	6.0	Pull ups: 1
B5	5.0	Know: center/corner, straight/crooked, through/around	E2	6.0	Sit ups: 20 (girls) or 20 (boys) in 60 seconds
B5	5.0	Know: day before yesterday, day after tomorrow, morning	E3	6.0	Mile walk/run: 13:00 minutes (girls) and 12:00 (boys)
B5	5.0	Know: few/many, empty/full, less/more, low/high, inside/outside, off/on, closed/open	E4	6.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
B7	5.0	Make rhythmic movement with hand instrument (attempts)	A3	6.6	Stand on either foot momentarily with eyes closed
B7	5.0	March rhythmically to music	B5	6.6	Draw line with ruler
C3	5.0	Swing each leg separately back and forth	B5	6.6	Drive large nails in soft wood
C5	5.0	Run 45 meters in 15 seconds	C9	6.6	Hop more than 2 meters on other foot
C7	5.0	Jump (long jumps) 20 inches	E1	6.6	Always stretch before vigorous activity
C7	5.0	Jump backward	E2	6.6	Muscles need oxygen
C9	5.0	Hop distance of 2 meters on other foot	E2	6.6	To develop and maintain strong muscles you must use them
C9	5.0	Hop forward on each foot separately	E3	6.6	Oxygen is the energy fuel for the muscles
C10	5.0	Skip alternating feet	E3	6.6	Child's resting heart range is 60-95 beats per minute
D3	5.0	Toss more than 1 of 5 bean bags into a wastebasket	E3	6.6	The heart is a hollow muscle with different parts
D5	5.0	Catch bounced playground ball with both hands	E3	6.6	The maximum heart rate is the maximum number of times the heart can beat in one minute
D5	5.0	Catch thrown playground ball with hands and chest	E4	6.6	Biceps, energy, fuel, blood vessels, circulation, range, maximum, heart rate, sweat, endurance
D6	5.0	Walk up and kicks ball	E4	6.6	Blood vessels carry blood pumped by the heart all over the body
E1	5.0	Can do the sit and reach test 25cm	E4	6.6	Cereal without sugar is good for us
E1	5.0	Touch toes with both hands	E4	6.6	Eating a variety of food keeps us healthy
E2	5.0	Pull ups: 1	E4	6.6	Low fat milk, plain yogurt, cottage cheese and skim milk are good for us
E2	5.0	Sit ups: 20 (girls) or 20 (boys) in 60 seconds	E4	6.6	People who exercise regularly usually have more muscle and less fat than people who do not exercise
E3	5.0	Mile walk/run: 14:00 minutes (girls) and 13:00 (boys)	E4	6.6	Sweating indicates body is working hard enough to get stronger
E4	5.0	Sum of triceps/calf skinfolds: 16-36cm (girls) and 12-25cm (boys)	E4	6.6	Sweating is one way the body cools itself off
A3	5.5	Stand on either foot for 10 seconds	E4	6.6	There are many activities that may be performed outside of school which can improve cardiorespiratory endurance including bicycling, running, jumping rope
A5	5.5	Walk up and down stairs carrying objects in bottle	E4	6.6	Tobacco is made up of harmful substances
B7	5.5	Keep in time to simple tunes with hand instrument	E4	6.6	Water is good for us
C5	5.5	Run 45 meters in 12 seconds	A3	7.0	Stand on heel and toe for 5 seconds
D5	5.5	Catch bounced tennis ball with both hands	A5	7.0	Walk forward with eyes focused on target at eye level
D5	5.5	Catch thrown playground ball with both hands	B5	7.0	Know: next year, here/there, shallow/deep
D6	5.5	Take 2 coordinated steps and kicks a playground ball	C7	7.0	Jump Rope (8 jumps consecutively)
E3	5.6	The heart never rests	D3	7.0	Toss 5 of 5 bean bags into a wastebasket
E3	5.6	The heart is located just left of middle of the chest	D6	7.0	Drop-kick a ball (attempts)
E3	5.6	The heart is the most important muscle in the body	D7	7.0	Bounce a tennis ball and catch it with both hands
E3	5.6	The lungs are two pinkish air sacks located inside of the chest	E1	7.0	Sit and reach test: 25cm
E4	5.6	A Person's heart is the size of a fist	E2	7.0	Pull ups: 1
E4	5.6	A heart is shaped more like a pear than a Valentine	E2	7.0	Sit ups: 24 (girls) or 24 (boys) in 60 seconds
E4	5.6	A strong heart muscle will last longer than a weak heart muscle	E3	7.0	Mile walk/run: 12:00 minutes (girls) and 11:00 (boys)
E4	5.6	A stronger heart is able to pump more blood with each beat	E4	7.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E4	5.6	Air contains oxygen	E1	7.6	Flexibility exercise may be performed almost anywhere
E4	5.6	Breathing in (inhale) expands the chest like a balloon	E2	7.6	Strong muscles make it easier to walk, run, jog, skip, slide, gallop and leap
E4	5.6	Breathing out (exhale) lets the air out of the balloon			
E4	5.6	Chest, exercise, pump, beat, muscle, lungs, inhale, exhale, air, oxygen			
E4	5.6	Exercise makes the heart muscle stronger			
E4	5.6	Fish and chicken are good for us			
E4	5.6	Fruits are good for us			
E4	5.6	Smoking is harmful			
E4	5.6	Vegetables are good for us			

Gross Motor Developmental Profile - Developmental Age 5-12 Years

This Developmental Profile can be used to determine an approximate gross motor developmental age level.

#	CA	Skill-Tasks	#	CA	Skill-Tasks
E2	7.6	The blood supplies the muscles of the body with fuel for energy	E4	9.6	Arteries carry blood out the heart
E3	7.6	Cardio means heart	E4	9.6	Blood is composed of plasma, red blood cells, white blood cells, and platelets
E3	7.6	Heart healthy foods are fun to eat for breakfast, lunch, dinner and snacks	E4	9.6	Fat children have a high risk of becoming a fat adult
E3	7.6	Heart rate (pulse) may be felt on the wrist or carotid artery of the neck by placing index finger and middle finger on pulse	E4	9.6	Each nutrient in food are protein, fats, carbohydrates, water, vitamins and minerals
E3	7.6	Oxygen rich blood is bright red in color	E4	9.6	Explains difference between body weight, body fat, and body composition
E3	7.6	The heart pumps oxygen rich blood to the muscles of the body	E4	9.6	Non-smokers live an average of 7 years longer than smokers
E3	7.6	The heart beats an average of 120,000 times per day	E4	9.6	Pectoralis, gluteus maximus, gastrocnemius, deltoid, veins, anaerobic, stroke volume, resting heart rate, tissues, nutrients, maximum heart rate
E3	7.6	The heart beats faster when exercising	E4	9.6	Tar is a sticky substance produced by burning tobacco that stains teeth and fingers
E4	7.6	People who have too much fat are more likely to be unhealthy	E4	9.6	Veins carry blood to the heart
E4	7.6	Pulse is the rush of blood through arteries after each heart beat	E1	10.0	Sit and reach test: 25cm
E4	7.6	Respiratory means lungs	E2	10.0	Pull ups: 1
E4	7.6	Smoking causes the heart to work (pump) harder, beat faster	E2	10.0	Sit ups: 30 (girls) or 34 (boys) in 60 seconds
E4	7.6	The right kinds of food and exercise help the body stay fit	E3	10.0	Mile walk/run: 11:00 minutes (girls), 9:30 (boys)
E4	7.6	Triceps, cardio, respiratory, artery, pulse	E4	10.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E1	8.0	Sit and reach test: 25cm	E1	10.6	Sit and reach measures flexibility
E2	8.0	Pull ups: 1	E2	10.6	Pull-ups measure muscular strength and endurance
E2	8.0	Sit ups: 26 (girls) or 26 (boys) in 60 seconds	E2	10.6	Modified sit up measure muscular endurance and strength
E3	8.0	Mile walk/run: 11:30 minutes (girls) and 10:00 (boys)	E3	10.6	One mile run Measure cardiorespiratory endurance
E4	8.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)	E4	10.6	Blood vessels that carry blood away from the heart are arteries
E1	8.6	It is important to maintain flexibility of the low back and hamstring muscles	E4	10.6	To become physically fit, a person needs to eat nutritionally sound meals
E1	8.6	Students explain stretching	E4	10.6	To enjoy physical fitness, one must be a willing participant
E2	8.6	Muscles are made up of millions of tiny fibers	E4	10.6	Obese people are more likely to get heart disease than thin people
E2	8.6	Strength and endurance for the muscles in the back and shoulders helps to maintain good posture	E4	10.6	People should exercise to have fun, control weight and keep healthy
E3	8.6	Aerobics means with oxygen	E4	10.6	Smoke from tobacco pollutes the air
E3	8.6	Cardiorespiratory endurance exercises are aerobic	E4	10.6	A person can find their pulse at the thumb side of the wrist, neck (carotid artery) and inside the upper arm
E3	8.6	Inhaling more air may help eliminate the side ache	E4	10.6	Exercise frequently and get sufficient sleep
E3	8.6	One should breathe deeply while exercising to insure adequate amounts of oxygen are absorbed into the blood	E4	10.6	The heart is about the size of your fist
E4	8.6	A person becomes fat by taking in more calories than he uses	E4	10.6	The best method to lose weight is to eat a balanced diet and to increase the amount of exercise
E4	8.6	A side ache is caused by the cramping of the diaphragm muscle (located under the lungs)	E4	10.6	The heart is located in the middle of the chest
E4	8.6	Blood carries oxygen to the muscles where it is used for energy	E4	10.6	Skinfold test measures body composition
E4	8.6	Blood depleted of oxygen and waste products returns to the heart	E4	10.6	Blood vessels that carry blood to the heart are called veins
E4	8.6	Cool-down allows breathing and heart rate to return to normal	E1	11.0	Sit and reach test: 25cm
E4	8.6	Cool-down lets your body slow down gradually after exercising	E2	11.0	Pull ups: 1 (girls), 2 (boys)
E4	8.6	Nicotine causes the heart to beat faster	E2	11.0	Sit ups: 33 (girls) or 36 (boys) in 60 seconds
E4	8.6	Quadriiceps, hamstring, diaphragm, aerobics, cardiovascular endurance, carbon dioxide, cramping, side ache	E3	11.0	Mile walk/run: 11:00 minutes (girls), 9:00 (boys)
E4	8.6	There is a relationship between food and exercise in helping the body grow and stay well	E4	11.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E4	8.6	Warm-up gets the body, heart, lungs, muscles ready for exercise	E1	11.6	Muscle and connector tissues should be stretched everyday
E4	8.6	When you warm-up, use exercises that gradually increase your breathing and heart rate	E2	11.6	Strength is defined as the amount of force a muscle can exert
E4	8.6	When you warm-up begin to move slowly	E2	11.6	Push-up is develops shoulder and arm strength and endurance
E1	9.0	Sit and reach test: 25cm	E3	11.6	Swimming, jogging, biking, and rope jumping for 20 minutes are examples of aerobic exercise
E2	9.0	Pull ups: 1	E3	11.6	The pulse indicates how fast a person's heart is beating
E2	9.0	Sit ups: 28 (girls) or 30 (boys) in 60 seconds	E3	11.6	Jogging is a good exercise for losing body fat
E3	9.0	Mile walk/run: 11:00 minutes (girls) and 10:00 (boys)	E3	11.6	Aerobic exercise is reduces the risk of heat disease
E4	9.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)	E4	11.6	Smoking causes blood vessels to constrict
E1	9.6	Always breathe while stretching (exhale while reaching, breath normally while holding the stretch and inhale while releasing)	E4	11.6	Knows: Purpose of each fitness test and how it relates to good health
E2	9.6	Anaerobic activities are not continuous and involve short burst of energy	E4	11.6	Smoking causes a temporary rise in blood pressure
E2	9.6	Anaerobic means without air	E4	11.6	If you cut back calories and increase the amount of exercise you will lose weight
E2	9.6	Any vigorous activity lasting less than three minutes non-stop as the 50 yard dash is probably anaerobic	E4	11.6	Good physical fitness helps one be more active, healthier, and mentally alert
E2	9.6	Girls need muscular strength and endurance as much as boys	E4	11.6	Definition of physical fitness and each component
E2	9.6	Muscles can only pull, they can not push	E1	12.0	Sit and reach test: 25cm
E3	9.6	In order to improve cardiorespiratory endurance, one must exercise 3-6 days a week	E2	12.0	Pull ups: 1 (girls), 2 (boys)
E3	9.6	Resting heart rate is the number of times the heart beats in one minute when the body is completely relaxed	E2	12.0	Sit ups: 33 (girls), 38 (boys) in 60 seconds
E3	9.6	The better shape you are in the higher stroke volume	E3	12.0	Mile walk/run: 11:00 minutes (girls) and 9:00 (boys)
E3	9.6	The higher one's level of cardiorespiratory endurance, the more efficiently the heart, lungs, and blood vessels are able to function in delivering blood	E4	12.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E4	9.6	The amount of blood pumped with each beat is called stroke volume			

Gross Motor Developmental Profile - Sorted By Skill

This Developmental Profile can be used to determine a developmental sequence of approximate gross motor skills.

#	CA	Skill-Tasks	#	CA	Skill-Tasks
A1	0.6	Sit briefly leaning forward on hands	A5	2.6	Walk on tiptoe three steps
A1	0.6	Sit briefly with hands free to manipulate	A5	3.0	Walk (steps) without assistance (attempts)
A1	0.6	Sit erect unsupported for five minutes	A5	3.0	Walk forward heel and toe three steps
A1	0.6	Sit supported	A5	3.0	Walk on line
A2	0.6	Transfer self from creeping to sitting position	A5	3.0	Walk on tip-toes
A2	0.9	Pull to standing position	A5	3.0	Walk on tiptoes a distance of 2 yards
A2	1.0	Climb in and out of an adult chair	A5	3.0	Walk up stairs alternating feet while holding rail
A2	1.0	Climb onto furniture such as a low couch	A5	3.0	Walk up/down stairs alternating feet with assistance
A2	1.6	Push self in small chair	A5	3.6	Walk on straight line
A2	1.6	Seat self in small chair	A5	4.0	Walk balance board heel and toe with hands at side
A3	0.6	Stand holding on to an object for support	A5	4.0	Walk circular 25 mm line
A3	0.6	Support full weight when balanced	A5	4.0	Walk down stairs alternating feet holding object
A3	0.9	Lift foot when hand is held	A5	4.0	Walk down stairs alternating feet without assistance
A3	0.9	Stand unsupported for five seconds	A5	4.0	Walk forward on line heel and toe 2 meters
A3	1.0	Stand alone	A5	4.0	Walk on circular line
A3	1.0	Stand with normal or broad stance	A5	4.0	Walk up or down stair alternating feet
A3	1.6	Stand on balance board with one hand held (attempt)	A5	4.0	Walk up stairs carrying object without holding rail
A3	1.6	Stand on either foot with one hand held	A5	4.0	Walk with mature pattern
A3	1.6	Stand on one foot with hand held by another person	A5	4.6	Walk (crossing over midline) 4-6 steps
A3	1.6	Stand with heels together	A5	4.6	Walk backward with hands at side
A3	2.0	Stand on tiptoes 1-5 seconds	A5	4.6	Walk balance board backward heel and toe
A3	2.6	Stand on balance board without assistance	A5	4.6	Walk down stairs carrying object without holding rail
A3	2.6	Stand on one foot with no help (attempts)	A5	4.6	Walk forward 10' on 2" line
A3	2.6	Stand on tiptoes 6-10 seconds	A5	5.0	Walk backward heel-to-toe
A3	3.0	Stand heels together arms at sides	A5	5.0	Walk backward toe to heel six steps
A3	3.0	Stand on either foot momentarily	A5	5.5	Walk up and down stairs carrying objects in bottle
A3	3.0	Stand on one foot 1-2 seconds	A5	6.0	Walk backward toe to heel a distance of 2 meter
A3	3.6	Stand on one foot 3-5 seconds	A5	7.0	Walk forward with eyes focused on target at eye level
A3	4.0	Stand on either foot for 5 seconds	B1	0.6	Reach and take desired objects in view
A3	5.0	Stand on 1 foot with arms folded across chest	B1	0.6	Track and follow moving person
A3	5.0	Stand on each foot alternately	B1	0.9	Reach for object with weight on one arm
A3	5.0	Stand on one foot for 10 seconds	B1	0.9	Visually track own hand movements or object in hand
A3	5.0	Stand on tip-toes with hand on hips	B2	1.6	Build tower with two or more blocks
A3	5.5	Stand on either foot for 10 seconds	B2	2.0	Build tower with six or more blocks
A3	6.0	Stand on one foot momentarily with eyes closed	B2	3.0	Build tower with ten blocks
A3	6.6	Stand on either foot momentarily with eyes closed	B2	3.0	Carry a tray
A3	7.0	Stand on heel and toe for 5 seconds	B2	4.0	Build tower with more than ten blocks
A4	0.6	Crawl dragging body	B2	4.0	Carry cup of water
A4	0.6	Creep (assumes high creeping position)	B2	6.0	Build structure with blocks, Legos, etc
A4	0.6	Creep (assumes low creeping position)	B2	6.0	Carry 10 lb. sack
A4	0.6	Creep on hands and knees	B3	1.6	Pull wheel toy
A4	0.6	Roll from side to back and back to side	B3	2.6	Sit on wheel toys to be pushed
A4	0.6	Roll onto stomach	B3	3.0	Pedal tricycle
A4	0.6	Roll part way to side	B3	3.6	Pedal tricycle around wide corners
A4	0.6	Roll to supine position	B3	4.0	Pedal tricycle around obstacles and sharp corner
A4	1.0	Creep down stairs backward	B3	4.0	Ride and steers wagon with one foot
A4	1.0	Creep up stairs	B3	5.0	Ride small bike with training wheels
A4	2.0	Creep backward downstairs	B3	6.0	Ride small bike without training wheels
A5	0.9	Walk sideways holding on to furniture	B4	1.6	Know: mouth, eyes, nose, feet
A5	0.9	Walk with one or both hands held	B4	2.0	Know: hair, tongue, teeth, hand, ears, legs
A5	1.0	Run stiffly with some falling	B4	2.6	Know: head
A5	1.0	Walk alone 3 steps	B4	3.0	Know: fingers, thumb, toes, neck, thumb, cheek
A5	1.0	Walk forward holding on to furniture	B4	3.6	Know: arms, fingers
A5	1.0	Walk holding hands out for balance rather than	B4	4.0	Know: heel, elbow, ankle
A5	1.0	Walk sideways	B4	4.6	Know: knee, chin, fingernails, heel
A5	1.0	Walk with broad stance	B4	5.0	Know: shoulder, jaw, hips, wrist
A5	1.0	Walk with hands swinging at side	B4	6.0	Know: waist
A5	1.6	Walk alone	B5	1.0	Build tower (attempts)
A5	1.6	Walk alone up stairs holding rail	B5	2.0	Collate object graduated in size
A5	1.6	Walk down stairs with one hand held	B5	2.6	Know: little/big, short/long
A5	1.6	Walk fast	B5	2.6	Make stirring movement
A5	1.6	Walk stepping over a 5 cm by 10 cm board without	B5	2.6	Match: red, blue, green, yellow
A5	1.6	Walk up stairs with one hand held	B5	3.0	Copy a circle
A5	1.6	Walk well and rarely falls	B5	3.0	Know: red, blue, green
A5	2.0	Walk backward 5 feet	B5	3.0	Know: today, last night, tonight
A5	2.0	Walk backward a distance of 2 cm	B5	3.0	Know: up/down, out/in
A5	2.0	Walk backward three steps	B5	3.0	Matches: circle and square
A5	2.0	Walk down stairs with hand support	B5	3.0	Matches: orange, purple, brown, black, pink, gray
A5	2.0	Walk up stairs with 2 feet on a step	B5	3.6	Copy a cross
A5	2.0	Walk with one foot on balance board	B5	3.6	Know: rectangle, triangle, and diamond
A5	2.6	Walk backwards	B5	3.6	Sort dissimilar objects
A5	2.6	Walk balance board with both hands held	B5	4.0	Know: circle, square, rectangle
A5	2.6	Walk down 2 feet on a step			

Gross Motor Developmental Profile - Sorted By Skill

This Developmental Profile can be used to determine a developmental sequence of approximate gross motor skills.

#	CA	Skill-Tasks	#	CA	Skill-Tasks
B5	4.0	Know: tall/short, slow/fast, bottom/top, over/under, far/near, go/stop	C9	4.0	Hop distance of 2 meters on preferred foot
B5	4.0	Know: yesterday, tomorrow, tomorrow night	C9	4.0	Hop in place with either foot 5xs
B5	4.0	Names when pointed to: red, blue, green, yellow	C9	4.6	Hop 4 foot distance
B5	4.6	Copy a square	C9	4.6	Hop distance of 1 meter on other foot
B5	4.6	Crease paper with fingers	C9	5.0	Hop distance of 2 meters on other foot
B5	5.0	Know: above/below, forward/backward, away from/toward	C9	5.0	Hop forward on each foot separately
B5	5.0	Know: blue	C9	6.0	Hop more than 2 meters on preferred foot
B5	5.0	Know: center/corner, straight/crooked, through/around	C9	6.6	Hop more than 2 meters on other foot
B5	5.0	Know: day before yesterday, day after tomorrow, morning	D1	0.6	Grasp using inferior pincer grasp
B5	5.0	Know: few/many, empty/full, less/more, low/high, inside/outside, off/on, closed/open	D1	0.6	Grasp using one hand approach
B5	6.0	Know: front/back, right/left, right/left of others	D1	0.6	Grasp using palmar grasp
B5	6.0	Know: last week, next week, last year	D1	0.6	Pick up block
B5	6.0	Know: thin/fat, thick/thin, narrow/wide, light/heavy	D1	0.6	Transfer objects from one hand to the other
B5	6.6	Draw line with ruler	D1	0.9	Grasp using pincer grasp
B5	6.6	Drive large nails in soft wood	D1	0.9	Place block on flat surface with voluntary reflex
B5	7.0	Know: next year, here/there, shallow/deep	D1	0.9	Place object in container
B7	1.0	Move whole body in rhythmic response to music	D1	0.9	Squeeze squeaking toy with hand
B7	4.0	Move separate body parts to music	D1	4.0	Sequence touching thumb to fingers
B7	4.6	Walk to rhythm	D2	1.6	Roll playground ball while in sitting position
B7	5.0	Make rhythmic movement with hand instrument (attempts)	D3	5.0	Toss more than 1 of 5 bean bags into a wastebasket
B7	5.0	March rhythmically to music	D3	6.0	Toss 4 of 5 bean bags into a wastebasket
B7	5.5	Keep in time to simple tunes with hand instrument	D3	7.0	Toss 5 of 5 bean bags into a wastebasket
C1	1.6	Squat to pick up object from floor	D4	1.6	Hurl ball
C1	1.6	Stoop to pick up toy from floor	D4	2.0	Throw 8" ball randomly
C1	2.6	Bend at waist to pick up object from floor	D4	2.6	Throw 8" ball overhand with 2 hands 4-5 feet
C10	4.0	Gallop (skips) on 1 foot	D4	2.6	Throw object and follow them visually
C10	4.0	Gallop 6-10 patterns	D4	3.0	Throw ball overhand 5'
C10	4.0	Skip on one foot	D4	3.0	Throw playground ball a distance of 3 meters
C10	5.0	Skip alternating feet	D4	3.0	Toss 8" ball underhand with 2 hands 3-5 feet
C10	5.0	Skip on alternate feet	D4	3.6	Throw 3"x3" bean bag 6 feet in intended direction
C10	6.0	Gallops: jumps and runs in rhythm to simple song	D4	4.0	Throw 3"x3" bean bag 12 feet in intended direction
C2	6.0	Stand on each foot alternately eyes closed	D4	4.0	Throw tennis ball a distance of 3 meters
C3	0.6	Move eyes (in circular movements)	D4	4.6	Throw 3"x3" bean bag at 18"x36" target from 5 feet
C3	5.0	Swing each leg separately back and forth	D5	2.0	Stop rolled 8" ball with hands
C4	2.6	Climb into paper carton	D5	2.0	Walk up and kick a stationary playground ball
C4	3.0	Climb ladder of low play equipment	D5	2.6	Catch 8" ball dropped by teacher to student
C4	4.0	Climb ladder of playground equipment	D5	3.0	Catch ball with extended stiff arms
C5	2.0	Run 15 feet non-stop	D5	3.0	Catch bounced playground ball with arms and body
C5	2.0	Run well without falling	D5	3.0	Catch bounced playground with hands and chest
C5	2.6	Run with early stage pattern	D5	3.0	Trap 8" ball bounced from 3 feet 3/5xs
C5	3.0	Run smoothly with change in speed and sharp turns	D5	3.6	Trap 8" ball bounced from 5 feet 3/5xs
C5	4.6	Run with mature pattern	D5	4.0	Catch bounced ball
C5	5.0	Run 45 meters in 15 seconds	D5	4.0	Catch thrown playground ball with arms and body
C5	5.5	Run 45 meters in 12 seconds	D5	4.0	Trap (arms and body) 8" ball thrown from 5 feet
C5	6.0	Run around 3 obstacles 45 m distance in 12 seconds	D5	4.6	Trap (hands and body) 8" ball thrown from 5 feet
C6	2.6	Walk sideways 5 feet	D5	5.0	Catch bounced playground ball with both hands
C6	4.0	Walk scissors steps across 25 mm-wide line 2 meters	D5	5.0	Catch thrown playground ball with hands and chest
C7	2.0	Jump down one step	D5	5.5	Catch bounced tennis ball with both hands
C7	2.0	Jump in place	D5	5.5	Catch thrown playground ball with both hands
C7	2.0	Jump off floor with both feet	D5	6.0	Catch ball with 1 hand
C7	2.6	Jump in place 3/3xs	D5	6.0	Catch thrown tennis ball with one hand
C7	3.0	Jump (2 or more jump consecutively)	D6	1.6	Kick a playground ball without losing balance
C7	3.0	Jump (standing long jump) 8 inches	D6	2.0	Kick (pushes) stationary ball with foot (attempts)
C7	3.0	Jump from 8" platform	D6	2.0	Kick ball while standing still
C7	3.6	Jump over 2 inch high obstacle	D6	2.6	Walk up and kick stationary ball
C7	4.0	Jump (running long jump)	D6	3.0	Kick stationary ball several feet in intended direction
C7	4.0	Jump forward 10 consecutive times with feet together	D6	3.6	Make contact with rolled ball
C7	5.0	Jump (long jumps) 20 inches	D6	4.0	Kick rolled ball several feet in any direction
C7	5.0	Jump backward	D6	4.6	Kick rolled ball several feet in intended direction
C7	6.0	Jump (running long jump) 60 inches or more	D6	5.0	Walk up and kicks ball
C7	6.0	Jump (skips) rope	D6	5.5	Take 2 coordinated steps and kicks a playground ball
C7	6.0	Jump (standing broad jump) 38"	D6	7.0	Drop-kick a ball (attempts)
C7	6.0	Jump and turns	D7	2.0	Bounce and catch playground ball with both hands
C7	6.0	Jump over yardstick	D7	2.6	Bounce 8" ball 2 or more times with both hands
C7	7.0	Jump Rope (8 jumps consecutively)	D7	3.0	Bounce playground ball with one hand 2 meters a
C9	2.0	Hop on preferred foot (attempts)	D7	6.0	Bounce ball with 1 hand catch with 2 hands
C9	2.6	Hop (attempt)	D7	7.0	Bounce a tennis ball and catch it with both hands
C9	2.6	Hop on other foot (attempt)	E1	5.0	Can do the sit and reach test 25cm
C9	3.0	Hop with support on preferred foot	E1	5.0	Touch toes with both hands
C9	3.6	Hop 1 or more times on either foot	E1	6.0	Sit and reach test: 25cm
C9	3.6	Hop with support on non-preferred foot	E1	6.6	Always stretch before vigorous activity
			E1	7.0	Sit and reach test: 25cm
			E1	7.6	Flexibility exercise may be performed almost anywhere

Gross Motor Developmental Profile - Sorted By Skill

This Developmental Profile can be used to determine a developmental sequence of approximate gross motor skills.

#	CA	Skill-Tasks	#	CA	Skill-Tasks
E1	8.0	Sit and reach test: 25cm	E3	5.6	The heart is the most important muscle in the body
E1	8.6	It is important to maintain flexibility of the low back and hamstring muscles	E3	5.6	The heart never rests
E1	8.6	Students explain stretching	E3	5.6	The lungs are two pinkish air sacks located inside of the chest
E1	9.0	Sit and reach test: 25cm	E3	6.0	Mile walk/run: 13:00 minutes (girls) and 12:00 (boys)
E1	9.6	Always breathe while stretching (exhale while reaching, breath normally while holding the stretch and inhale while releasing)	E3	6.6	Child's resting heart range is 60-95 beats per minute
E1	10.0	Sit and reach test: 25cm	E3	6.6	Oxygen is the energy fuel for the muscles
E1	10.6	Sit and reach measures flexibility	E3	6.6	The heart is a hollow muscle with different parts
E1	11.0	Sit and reach test: 25cm	E3	6.6	The maximum heart rate is the maximum number of times the heart can beat in one minute
E1	11.6	Muscle and connector tissues should be stretched everyday	E3	7.0	Mile walk/run: 12:00 minutes (girls) and 11:00 (boys)
E1	12.0	Sit and reach test: 25cm	E3	7.6	Cardio means heart
E1	12.6	To increase flexibility, stretching should be done with each position held 20 seconds	E3	7.6	Heart healthy foods are fun to eat for breakfast, lunch, dinner and snacks
E1	14.0	Sit and reach test: 25cm	E3	7.6	Heart rate (pulse) may be felt on the wrist or carotid artery of the neck by placing index finger and middle finger on pulse
E1	15.0	Sit and reach test: 25cm	E3	7.6	Oxygen rich blood is bright red in color
E2	4.0	Hang from a horizontal bar	E3	7.6	The heart beats an average of 120,000 times per day
E2	5.0	Pull ups: 1	E3	7.6	The heart beats faster when exercising
E2	5.0	Sit ups: 20 (girls) or 20 (boys) in 60 seconds	E3	7.6	The heart pumps oxygen rich blood to the muscles of the body
E2	6.0	Pull up and holds chin above overhead bar	E3	8.0	Mile walk/run: 11:30 minutes (girls) and 10:00 (boys)
E2	6.0	Pull ups: 1	E3	8.6	Aerobics means with oxygen
E2	6.0	Sit ups: 20 (girls) or 20 (boys) in 60 seconds	E3	8.6	Cardiorespiratory endurance exercises are aerobic
E2	6.6	Muscles need oxygen	E3	8.6	Inhaling more air may help eliminate the side ache
E2	6.6	To develop and maintain strong muscles you must use them	E3	8.6	One should breathe deeply while exercising to insure adequate amounts of oxygen are absorbed into the blood
E2	7.0	Pull ups: 1	E3	9.0	Mile walk/run: 11:00 minutes (girls) and 10:00 (boys)
E2	7.0	Sit ups: 24 (girls) or 24 (boys) in 60 seconds	E3	9.6	In order to improve cardiorespiratory endurance, one must exercise 3-6 days a week
E2	7.6	Strong muscles make it easier to walk, run, jog, skip, slide, gallop and leap	E3	9.6	Resting heart rate is the number of times the heart beats in one minute when the body is completely relaxed
E2	7.6	The blood supplies the muscles of the body with fuel for energy	E3	9.6	The better shape you are - the higher stroke volume
E2	8.0	Pull ups: 1	E3	9.6	The higher one's level of cardiorespiratory endurance, the more efficiently the heart, lungs, and blood vessels are able to function in delivering blood
E2	8.0	Sit ups: 26 (girls) or 26 (boys) in 60 seconds	E3	10.0	Mile walk/run: 11:00 minutes (girls) and 9:30 (boys)
E2	8.6	Muscles are made up of millions of tiny fibers	E3	10.6	One mile run Measure cardiorespiratory endurance
E2	8.6	Strength and endurance for the muscles in the back and shoulders helps to maintain good posture	E3	11.0	Mile walk/run: 11:00 minutes (girls) and 9:00 (boys)
E2	9.0	Pull ups: 1	E3	11.6	Aerobic exercise is reduces the risk of heat disease
E2	9.0	Sit ups: 28 (girls) or 30 (boys) in 60 seconds	E3	11.6	Jogging is a good exercise for losing body fat
E2	9.6	Anaerobic activities are not continuous and involve short burst of energy	E3	11.6	Swimming, jogging, biking, and rope jumping for 20 minutes are examples of aerobic exercise
E2	9.6	Anaerobic means without air	E3	11.6	The pulse indicates how fast a person's heart is beating
E2	9.6	Any vigorous activity lasting less than three minutes non-stop as the 50 yard dash is probably anaerobic	E3	12.0	Mile walk/run: 11:00 minutes (girls) and 9:00 (boys)
E2	9.6	Girls need muscular strength and endurance as much as boys	E3	12.6	After jogging you should cool down by walking or jogging slowly for 2-3 minutes
E2	9.6	Muscles can only pull, they can not push	E3	12.6	Differences between a strong heart and a weak heart
E2	10.0	Pull ups: 1	E3	12.6	Joints are prepared for vigorous activities by walk, jogging, and stretching
E2	10.0	Sit ups: 30 (girls) or 34 (boys) in 60 seconds	E3	12.6	The average pulse rate for young people is normally around 70-90 beats per minute
E2	10.6	An example of a person's muscular strength is the ability to lift a pile of heavy books	E3	12.6	The most important part of the health-related fitness test is cardiorespiratory endurance
E2	10.6	Modified sit up measure muscular endurance and strength	E3	13.0	Mile walk/run: 10:30 minutes (girls) and 8:00 (boys)
E2	10.6	Pull-ups measure muscular strength and endurance	E3	14.0	Mile walk/run: 10:30 minutes (girls) and 7:45 (boys)
E2	11.0	Pull ups: 1 (girls), 2 (boys)	E3	15.0	Mile walk/run: 10:30 minutes (girls) and 7:30 (boys)
E2	11.0	Sit ups: 33 (girls) or 36 (boys) in 60 seconds	E4	5.0	Sum of triceps/calf skinfolds: 16-36cm (girls) 12-25cm (boys)
E2	11.6	Push-up is develops shoulder and arm strength and endurance	E4	5.6	A heart is shaped more like a pear than a valentine
E2	11.6	Strength is defined as the amount of force a muscle can exert	E4	5.6	A Person's heart is the size of a fist
E2	12.0	Pull ups: 1 (girls), 2 (boys)	E4	5.6	A strong heart muscle will last longer than a weak heart muscle
E2	12.0	Sit ups: 33 (girls) or 38 (boys) in 60 seconds	E4	5.6	A stronger heart is able to pump more blood with each beat
E2	12.6	A definition of strength is the amount of force a muscle can exert in one contraction	E4	5.6	Air contains oxygen
E2	12.6	Differences and similarities between isometric and isotonic exercises	E4	5.6	Breathing in (inhale) expands the chest like a balloon
E2	12.6	In lifting a heavy object, the majority of work should be done with the leg muscles	E4	5.6	Breathing out (exhale) lets the air out of the balloon
E2	12.6	Sit ups should be done in a bent knee position for maximum development of abdominal strength and prevention of injury	E4	5.6	Chest, exercise, pump, beat, muscle, lungs, inhale, exhale, air, oxygen
E2	13.0	Pull ups: 1 (girls), 3 pull ups (boys)	E4	5.6	Exercise makes the heart muscle stronger
E2	13.0	Sit and reach test: 25cm	E4	5.6	Fish and chicken are good for us
E2	13.0	Sit ups: 33 (girls) or 40 (boys) in 60 seconds	E4	5.6	Fruits are good for us
E2	14.0	Pull ups: 1 (girls), 4 (boys)	E4	5.6	Smoking is harmful
E2	14.0	Sit ups: 35 (girls) or 40 (boys) in 60 seconds	E4	5.6	Vegetables are good for us
E2	15.0	Pull ups: 1 (girls), 5 (boys)	E4	6.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E2	15.0	Sit ups: 35 (girls) or 42 (boys) in 60 seconds	E4	6.6	Biceps, energy, fuel, blood vessels, circulation, range, maximum, heart rate, sweat, endurance
E2	16.0	Sit ups: 35 (girls) or 44 (boys) in 60 seconds			
E3	5.0	Mile walk/run: 14:00 minutes (girls) and 13:00 (boys)			
E3	5.6	The heart is located just left of middle of the chest			

Gross Motor Developmental Profile - Sorted By Skill

This Developmental Profile can be used to determine a developmental sequence of approximate gross motor skills.

#	CA	Skill-Tasks	#	CA	Skill-Tasks
E4	6.6	Blood vessels carry blood pumped by the heart all over the body	E4	10.6	Blood vessels that carry blood to the heart are called veins
E4	6.6	Cereal without sugar is good for us	E4	9.6	Veins carry blood to the heart
E4	6.6	Eating a variety of food keeps us healthy	E4	10.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E4	6.6	Low fat milk, plain yogurt, cottage cheese and skim milk are good for us	E4	10.6	A person can find their pulse at the thumb side of the wrist, neck (carotid artery) and inside the upper arm
E4	6.6	People who exercise regularly usually have more muscle and less fat than people who do not exercise	E4	10.6	Exercise frequently and get sufficient sleep
E4	6.6	Sweating indicates body is working hard enough to get stronger	E4	10.6	Obese people are more likely to get heart disease than thin people
E4	6.6	Sweating is one way the body cools itself off	E4	10.6	People should exercise to have fun, control weight and keep healthy
E4	6.6	There are many activities that may be performed outside of school which can improve cardiorespiratory endurance including bicycling, running, jumping rope	E4	10.6	Skinfold test measures body composition
E4	6.6	Tobacco is made up of harmful substances	E4	10.6	Smoke from tobacco pollutes the air
E4	6.6	Water is good for us	E4	10.6	The best method to lose weight is to eat a balanced diet and to increase the amount of exercise
E4	7.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)	E4	10.6	The heart is about the size of your fist
E4	7.6	People who have too much fat are more likely to be unhealthy	E4	10.6	The heart is located in the middle of the chest
E4	7.6	Pulse is the rush of blood through arteries after each heart beat	E4	10.6	To become physically fit, a person needs to eat nutritionally sound meals
E4	7.6	Respiratory means lungs	E4	10.6	To enjoy physical fitness, one must be a willing participant
E4	7.6	Smoking causes the heart to work (pump) harder, beat faster	E4	11.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E4	7.6	The right kinds of food and exercise help the body stay fit	E4	11.6	Definition of physical fitness and each component
E4	7.6	Triceps, cardio, respiratory, artery, pulse	E4	11.6	Describe cardiorespiratory system including role of veins, lungs and blood vessels
E4	8.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)	E4	11.6	Good physical fitness helps one be more active, healthier, and mentally alert
E4	8.6	A person becomes fat by taking in more calories than he uses	E4	11.6	If you cut back calories and increase the amount of exercise you will lose weight
E4	8.6	A side ache is caused by the cramping of the diaphragm muscle (located under the lungs)	E4	11.6	Knows: Purpose of each fitness test and how it relates to good health
E4	8.6	Blood carries oxygen to the muscles where it is used for energy	E4	11.6	Smoking causes a temporary rise in blood pressure
E4	8.6	Blood depleted of oxygen and waste products returns to the heart	E4	11.6	Smoking causes blood vessels to constrict
E4	8.6	Cool-down allows breathing and heart rate to return to normal	E4	12.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E4	8.6	Cool-down lets your body slow down gradually after exercising	E4	12.6	3500 calories is the amount of calories that must be burned to lose a pound of fat
E4	8.6	Nicotine causes the heart to beat faster	E4	12.6	A well conditioned heart pumps more blood, beats less often and recovers more rapidly after exercise
E4	8.6	Quadriceps, hamstring, diaphragm, aerobics, cardiovascular endurance, carbon dioxide, cramping, side ache	E4	12.6	Amount of money spent on advertising for smoking as compared to the number of smokers
E4	8.6	There is a relationship between food and exercise in helping the body grow and stay well	E4	12.6	Being excessively thin may be as unhealthy as being obese
E4	8.6	Warm-up gets the body, heart, lungs, muscles ready for exercise	E4	12.6	Definition of each fitness component
E4	8.6	When you warm-up begin to move slowly	E4	12.6	Definition of risk factor and its relationship to disease
E4	8.6	When you warm-up, use exercises that gradually increase your breathing and heart rate	E4	12.6	Definitions for specificity, overload, individual differences, progression, regularity
E4	9.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)	E4	12.6	Examples of exercises for each fitness component
E4	9.6	Arteries carry blood out the heart	E4	12.6	Relationship between a healthy diet to total fat, cholesterol, and sodium in food
E4	9.6	Blood is composed of plasma, red blood cells, white blood cells, and platelets	E4	12.6	Skinfold calipers are used to estimate body composition
E4	9.6	Each nutrient in food are protein, fats, carbohydrates, water, vitamins and minerals	E4	12.6	The best way to lose fat for keep from becoming fat is to exercise daily
E4	9.6	Explains difference between body weight, body fat, and body composition	E4	12.6	The most concentrated food source of energy for the body are fats
E4	9.6	Fat children have a high risk of becoming a fat adult	E4	12.6	When a person exercise, the heart and lungs must supply more oxygen to muscles
E4	9.6	Non-smokers live an average of 7 years longer than smokers	E4	13.0	Sum of triceps/calf skinfolds: 16-36cm (girls), 12-25cm (boys)
E4	9.6	Pectoralis, gluteus maximus, gastrocnemius, deltoid, veins, anaerobic, stroke volume, resting heart rate, tissues, nutrients, maximum heart rate			
E4	9.6	Tar is a sticky substance produced by burning tobacco that stains teeth and fingers			
E4	9.6	The amount of blood pumped with each beat is called stroke volume			
E4	10.6	Blood vessels that carry blood away from the heart are arteries			

Physical Education for Students with Moderate to Severe Disabilities

From the 2001 SEACO Special Education Alternative Curriculum Guide

Standards			
<ol style="list-style-type: none"> 1. Uses a variety of basic and advanced movement skills 2. Understands movement concepts and principles for development and enhancement of motor skills 3. Knows how to achieve and maintain a health enhancing level of physical fitness 4. Understands that physical activity provides opportunities for enjoyment, challenge and self-expression 5. Understands the personal and social responsibility associated with participation in physical activity 6. Understands the interrelationships between history, culture, games, sports, play and dance 			
Benchmarks and Goal Stems:			
Sensorimotor & Perceptual Motor	Visual skills <small>...use visual skills for practical and recreational purposes...</small>	Kinesthetic <small>...use kinesthetic skills for practical and recreation purposes...</small>	Tactile <small>...use tactile skills for practical and recreational purposes...</small>
	<small>Track, shift attention, eye contact, discrimination, focus/watch</small>	<small>Obstacle course, calisthenics, follow-the-leader, motor plan, reaction time, dodge, chase and flee</small>	<small>Tag, tactile defensiveness, tactile discrimination</small>
Locomotion	Walk/wheel <small>...walk for personal and functional purposes...</small>	Run/wheel <small>...run for personal and functional purposes...</small>	Swim <small>...swim for fitness, recreational and safety purposes...</small>
	<small>To and from destinations, hike, varied terrain and obstacles (slopes, etc.), with supports</small>	<small>Fitness, traditional games, distance and/or time, varied pace, dodge, chase, flee</small>	<small>Float, tread, stroke, safety, water games, exercises</small>
Non- Locomotion	Swing <small>...develop and maintain swinging motion for practical and recreation purposes...</small>	Push/pull <small>...develop and maintain pushing and pulling skills for practical and recreational purposes...</small>	Twist/Turn <small>...develop and maintain ability to twist/turn body for practical and recreational purposes...</small>
	<small>Swing (playground equipment), horizontal bars, swing body parts, strike with various implements</small>	<small>Tug-o-war, bowl, weight machines, shot put, open doors, wheel chair, pull-ups or push-ups</small>	<small>Calisthenics, tumbling, trunk twist for striking or practical uses</small>
Balance	Balance (static) <small>...use static balance for practical and recreational purposes...</small>		Balance (dynamic or moving) <small>...maintain balance while in motion for practical and recreational purposes...</small>
	<small>Balance beam, one foot stand, calisthenics, stand after kick</small>		<small>Walk on various surfaces and terrain, hike, climb, stairs</small>
Eye-hand Coordination	Catch <small>...catch during drill and game activities...</small>	Strike <small>...use striking skills for practical and recreational purposes...</small>	Throw <small>...throw objects in drills and game activities...</small>
	<small>Hand dribble, trap, one or two hand catch, when rolled, bounced, tossed, thrown</small>	<small>Games, variety of objects, with hands or variety of implements</small>	<small>Throw, toss, pass, with various objects, targets, distance and degree of complexity</small>
Eye-foot Coordination	Kick <small>...use kicking motion for practical and recreational purposes...</small>	Coordinated foot movement <small>...use coordinate foot movement with practical and rhythmic activities...</small>	
	<small>Rolled, stationary, rolled, punt, skill drills with varying distances, speeds, configurations, ball size for games and sports</small>	<small>Foot dribble, paces, rhythmic movement, skip (jump rope), march, dance, climb stairs, walk alone or in a crowd.</small>	

Physical Education for Students with Moderate to Severe Disabilities

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Benchmarks and Goal Stems:			
General Coordination	Climb structures and apparatus ...climb structures and apparatus in the environment...	Agility ...display agility in sports-related skills...	Jump rope ...jump rope for fitness and recreation...
	Transitioning, climb into vehicles (car, bus, etc.), furniture, playground equipment	Traditional games and sports, dodge, chase and flee, pivot, change direction, stop	Self or turned by others, jump in place, continuously, games, rhythmic jump
Creative Movement	Movement exploration ...explore movement possibilities...		Move to music ...move to music...
	Different types of throws, cross climb apparatus, vary speed, positions, direction of movement, variety of apparatus objects		Dance, vary tempo, speed, type, style, volume, aerobic exercise
Cooperation	Turn taking ...take turns in group and team situations...		Sportsmanship ...demonstrate sportsmanship skills and attitudes...
	In a group, form a line, maintain line position, skill drills, wait for own turn, line position, rotate positions, switch positions, discussions		Positive statements and support, absences of negative statements, peer pressure, follow rules and adult directives, conflict resolution
Personal Fitness	Cardiovascular endurance ...develop and maintain cardiovascular fitness (aerobic endurance)...	Strength ...develop and maintain strength for practical and recreational purposes...	Body fat ...develop and maintain a healthy percentage of body fat...
	Distance for time, time for distance, sustained run/jog, aerobic equipment	Weight training, isometric/isotonic, adaptive equipment, sit-ups, pull-ups, push-ups	BMI, height/weight charts, awareness of basic fitness concepts
Respect	Respect for others ...show respect for others in group activities regardless of age, gender, ethnicity, body type, or skill level...		Self-respect ...show self-respect in group activities regardless of own ethnicity, gender, body type, or skill level.
	Positive feedback, compliments, cooperative games, give and take assistance		Maintain dignity, active role in group setting, social acceptable conduct, react to social cues, imitate appropriate behaviors of others

Unifying Ideas of Physical Education			
Examples of bridges between the unifying ideas of the core curriculum and the four environments that can be adapted to meet student needs.			
	Movement Skills and Movement Knowledge	Self-image, Self-esteem, and Self-realization	Social Development and Interaction
Community	Bend arms to push own wheelchair Be able to maneuver in a crowd	Walk next to peer or another person Maintain balance of exercise throughout the day	Demonstrate appropriate behavior in games Participate in conflict resolution
Recreation and Leisure	Participate in a team activity Listen to own coach and do what is told to do	Learn or perfect a game Make supportive gestures to a peer during play	Participate in choosing team positions Wheel a friend around the bases
Domestic	Make a bed Perform personal care action	Talk to peer within an acceptable distance Maneuver around objects without touching them	Participate with others in a cooking project Cooperate in garden work with peer
Vocational	Pick up items from floor before vacuuming Reach while pushing and pulling vacuum	Develop stamina to complete a work activity Follow through on activity after directions	Develop score keeping skills Participate as a team manager

Physical Education Grade Level Emphasis and Sample Expectations

Kindergarten:

How I Move in My Environment

- Travel in different ways in a group without bumping into others or falling
- Balance while bending, twisting, or stretching
- Strike a stationary ball with any part of the body
- Identify various parts of the body and their location--for example, arms legs and hands
- Recognize changes in heart rate
- Follow adult-delivered rules

Grade One:

Moving Through Space and Time

- Travel and change direction quickly in response to a signal.
- Travel in relationship to objects: over, under, behind, and through.
- Place the body and limbs in different positions, demonstrating high, middle, and low levels.
- Toss and catch a ball alone or with a partner.
- Begin to recognize changes in his or her body, such as changes in height and weight
- Develop responsibility for expected behaviors on the playground and in the classroom.

Grade Two:

My Partner and I--How We Move in Space

- Move backward and change direction quickly and safely without falling
- Jump and land using a combination of one- and two-foot take-off and landings.
- Throw a ball hard, demonstrating an overhand technique, a side orientation, and opposition.
- Jump a self-turned rope repeatedly
- Skip, hop, gallop, and slide.

Grade Three:

Continuity and Change in Movement

- Combine locomotor and non-locomotor movements, such as combining various travel patterns in relation to music.
- Dribble a ball continuously, using the hands or feet to control it.
- Maintain flexibility by combining shapes, levels and pathways into simple sequences.
- Recognize similar movement concepts in a variety of skills. For example, an underhand movement can be use in a variety of ways.
- Accept the feelings resulting from challenge, success, and failure in physical activity.
- Play and assist others in activities in groups of three to five.

Grade Four:

Manipulating Objects in and Through Space

- Leap, leading with either foot
- Hand-dribble and foot-dribble a ball while moving within a group.
- Jump and land for height and distance.
- Describe healthful benefits that result from regular participation in physical activity.
- Recognize the fundamental strategies in simple games.

Grade Five:

Manipulating Objects with Accuracy and Speed

- Manipulate objects with accuracy and speed.
- Be involved in game-like activities, with emphasis on more than two skills.
- Distinguish between compliance and noncompliance with game rules.
- Use fundamental strategies (i.e. offensive and defensive strategies) in simple games.
- Recognize that different body types are more effective in certain movement skills and activities.
- Begin to appreciate individual differences within small-group competition and cooperation.
- View the practice and perfection of performance in line and folk dances positively.

Grade Six:

Working Cooperatively to Achieve a Common Goal

- Throw a variety of objects, demonstrating both accuracy and distance (e.g. dislike objects, deck tennis rings, footballs.)
- Design and play small group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy--for example, by throwing, kicking, or dribbling a ball).
- Design and refine a routine, combining various jump-rope movements to music, so that it can be repeated without error.
- Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility and cardiorespiratory functioning.
- Participate in games, sports, dance, and outdoor pursuits, both in and outside of school, according to individual interest and capabilities.
- Recognize the rule of games, sports and dance in getting to know and understand people of diverse cultures.

Physical Education Grade Level Emphasis and Sample Expectations

Grade Seven:

Meeting Challenges and Making Decisions

- Leap, roll, balance, transfer weight, bat, volley, hand- and foot-dribble, and strike a ball with a paddle, using mature patterns.
- Participate in vigorous activity for sustained periods of time while maintaining a target heart rate.
- Identify proper warm-up, conditioning, and cooling-down techniques and the reason for using them.
- Describe ways to use the body in movement activities to communicate ideas and feelings.
- Accept and respect the decisions made by game officials—whether they are students, teachers, or officials outside of school.
- Become engaged in activities that provide for challenge, problem solving, decision making, and risk taking.

Grade Eight:

Working as a Team to Solve Problems

- Explore introductory outdoor skills (e.g. backpacking, hiking, boating, cycling, ropes courses).
- Perform a variety of simple folk, country, and creative dances.
- Practice appropriate ways of learning new skills or sports on his or her own.
- Improve and maintain appropriate body composition.
- Describe long-term physiological, psychological, and other benefits that may result from regular participation in physical activity.
- Recognize in playing team sports that rules are fair to all and allow for safe participation.
- Understand how growth in height and weight influence the mechanical nature of performance in physical activities.

Grade Nine:

Developing a Personalized Fitness Program for a Healthy Life-Style

- Analyze offensive and defensive strategies in games and sports.
- Participate in an individualized fitness program.
- Identify and follow rules while playing sports and games.
- Identify ways in which rules are more alike than different and describe the difference between violations and fouls.

Grade Ten:

Analyzing Skills for Effective Movement

- Demonstrate basic competence in physical activities selected from each of the following categories: aquatics; self-defense; dance; individual, dual, and team activities and sports; and outdoor pursuits.
- Perform a variety of dances (folk, country, and social) with fluency and in time to accompaniment.
- Use biomechanical concepts and principles to analyze and improve performance of self and others.
- Discuss the importance of balance nutrition for maintaining a healthy life-style.
- Design and implement a personal fitness program that relates to total wellness.
- Participate in a variety of games, sport, and dance activities representing different cultural backgrounds.
- Discuss the historical rules of games, sports, and dance in the cultural life of a population.
- Acknowledge and respect stylistic differences in performance.

Grade Eleven/Twelve

Selecting Activities for the Pursuit of Individual Excellence

- Use the principles of movement to accomplish a task with the least effort.
- Excel and continue in an activity of choice, such as a sport, dance, gymnastics, or aquatics.
- Demonstrate advanced competence in at least one activity from the curriculum.
- Demonstrate some mastery of skills in games, sports, and dances and participate in intramural programs.
- Comprehend correct elements of various movements, strategies, safety procedures, and basic rules.
- Be able to design and execute a physical fitness program, recognizing that changes in life-style may progress over time from vigorous activities to mild exercise, including walking.
- Show evidence of developing and maintaining physical fitness to achieve goal of healthy life-style.
- Show evidence of a positive self-image.
- Share in the responsibility of group action and problem solving as a member of a group or team.
- Accept the way in which personal characteristics, performance styles, and activity preferences will change over the life cycle.
- Know about career opportunities in physical education and related fields.
- Evaluate critically the claims made in advertisements about commercial products and programs

GRADES PRE-K:
“How We Move Our Bodies Through Space”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<p>Students in Early Childhood Education will meet the standard by working in small groups and independently and will be able to:</p> <ul style="list-style-type: none"> • Act upon movement directions. • Body part identification. • Begin to explore personal space. • Engage in simple action songs and rhymes. • Move in non-locomotor ways: twist, turn, pivot, bend, rise, fall, swing, sway, stretch. • Move with objects, trap, toss, catch, throw, kick, strike, bounce and catch to self. • Rolling a ball to a partner sitting, kneeling, or standing. • Catch a tossed ball with hands, arms and chest. • Move in locomotor ways. <u>Even Beat</u>: crawl, creep, walk, run, jump and hop. • Move in locomotor ways. <u>Uneven Beat</u>: gallop, slide, leap and skip. • Travel through space without bumping into others and without losing control. • Move in sequence to a common beat • Balance while bending, twisting and stretching. • Strike a stationary ball with any part of the body. • Walk, run, maneuver a wheelchair or use special equipment with proper form.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Identify various parts of the body and their location, e.g., arms, legs and hands. • Identify fundamental movement patterns. • Identify and begin to use the technique employed to soften the landing in jumping. • Static and dynamic balance. • Be exposed to directional and positional terms such as over, under, forward and backwards, right and left, and up and down, around and move in relation to their body in space.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Physical Fitness encompasses cardiovascular fitness, strength, endurance, flexibility and body composition. • Motor Fitness translates to, agility, balance, coordination, power and speed. • Provide opportunities to experience personal feelings of success and achievement. • Interpret their environment through play. • Recognize that exercise is good for one’s health and is fun. • Sustain moderate to vigorous physical activity. • Identify nutritious foods or state if it is nutritious or not when given a food. • Awareness of his/her heart beating fast during physical activity, also understand the concept of sweating as a good thing.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Have opportunities to take turns, share equipment. • Form simple shapes such as a circle and a line. • Sequence simple actions to music, nursery rhymes and stories. • Experiment with objects such as milk cartons, plastic jugs, buckets, bean bags, creatively shaped balls, plastic toys and stuffed animals to demonstrate space.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Play and work in personal space without interfering with others. • Follow adult-delivered rules. • Respond to rule infractions when reminded. • Handle and care for equipment safely and appropriately. • Awareness of peers; takes cues from peers. • Identify personal space and "take it" with them in general space. • Awareness of implements and force applied to balls, frisbees, and beanbags, etc.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Development of simple skills for recreation involvement, including following simple directions, initial perceptual abilities such as differentiation, eye-hand coordination and ocular tracking. • Beginning directionality and reception and propulsion skills. • When playing on backyard or local playground equipment parents remember a few basic skills such as: rolling, crawling, creeping, sitting, standing, walking, grasping, holding, releasing, pushing, pulling, lifting, bending, sliding, and swinging.

GRADES PRE-K:
“How We Move Our Bodies Through Space”

SOCIAL DEVELOPMENT

<p><u>Standard Seven:</u> The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Chooses playmates without regard to personal differences (e.g., race, gender disability). It should be noted that at this age students will pick friends it is important for the teacher to set the environment that does not allow for "put downs." "Highlight Kids" are students that have chosen the opposite gender as a partner. • Participation in activities without interfering with others. • Take turns with a partner or small group using a piece of equipment with teacher prompting. • Interact with playmates without regard to personal differences (e.g., race, gender, or disability). • Develop individual responsibility and getting along with others.
<p><u>Standard Eight:</u> The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Traditional holidays from around the world are introduced through movement, e.g., striking a pinata, simple movements to ethnic music and spinning a top. • Family, relatives and friends share simple games and dances with the class. • Play toss with a soft globe ball and briefly point out where they live. • Use pathways to cooperatively piece together a puzzle map.

GENERAL TEACHING STRATEGIES

- Keep the movements simple.
- Select an activity that your particular group of students can accomplish in a short period of time so that they will experience success of their first try and will look forward to the next activity.
- Have the students do the activity first without music, if the students are going to pat their legs and then their heads, for example, do the sequence several times until they can do it comfortably. Then add the music.
- At first, have the students sit or stand in one spot; moving about will be more difficult for them.
- Give the students the opportunity to try the movement to their own timing, before involving the whole group.
- Use bilateral, symmetrical movements first (both sides of the body doing the same thing at the same time).
- Repeat each movement 8 to 16 times to assure that all the students master the movement.
- Try not to call attention to the students who are not performing "correctly," because this causes self-consciousness and embarrassment and children are "turned-off."
- Work only with the steady beat.
- Avoid clapping hands and stamping feet. These are difficult coordination activities for young children. Instead have students gather in and tap with the tip of their fingers on body parts to help internalize the beat.
- Avoid giving directions that indicate "right" or "left." Allow each student to decide which side he or she wants to start. You can say for example, "one side" and "the other side," or "first side" and "second side."

GRADE ONE:
“Children Move Through Space and Time”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Skill themes such as throwing, kicking, rolling, striking, bouncing and catching, dribbling and volleying. • Travel and change direction quickly and safely in response to a signal. • Identify and demonstrate four characteristics of a correct throw both one and two handed. • Kick a ball rolled to them. • Toss and catch a ball individually or with a partner, begin to assess the quality of movement. • Travel in relationship to objects: over, under, behind, and through. <ul style="list-style-type: none"> • Develop awareness of the concepts of space, time, and effort through movement experiences. • Locomotor activities include: hopping, galloping, marching, and sliding to specific rhythms. • Non-locomotor movements include balances, lifting and carrying, starting and stopping, swinging, curling, dodging. • Manipulate objects: roll, toss underhand, bounce with two hands, retrieve, stationary kick. • Simple dances in columns and circles.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Place the body and limbs in different positions, demonstrating high, middle (medium), and low levels. • Move backward and change direction safely without falling. • Balance on a variety of body parts. • Describe "how to" hop, gallop slide, etc
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Recognize changes in their bodies, such as changes in height and weight. • Identify oxygen and food as fuel to supply the body with energy. • Engage in sustained physical activity that causes an increased heart rate and heavy breathing. • Understand the differences in others skills, e.g., some people are fast in short distances others can run slow but farther.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Show interest in trying new movement activities and skills. • Identify how the body feels during different kinds of physical activity. • Participate in a wide variety of physical activities outside the physical education and adapted physical education class.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Realize consistent patterns of expected behaviors in time intervals on playground. • Use equipment safely and responsibly. • Develop responsibility for expected behaviors on the playground and in the classroom. • Stop activity immediately at the signal to do so.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Make choices while participating in movement related activities during recess or lunch. • Perceptual motor skills enhanced. • Development of balances, fine motor, and differentiation of body parts. • Ability to choose worthwhile leisure-time activity when with parents and friends; e.g., shall we throw the dog a ball or play on the swing? Shall we slide down the equipment or ride the tricycle?

SOCIAL DEVELOPMENT

<p><u>Standard Seven:</u> The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work in a group setting without interfering with others. • Take turns and share a piece of equipment. • Interact positively with others regardless of personal differences. • Offer "put ups" to others. • Recognize it's OK that someone might be more skilled than someone else.
<p><u>Standard Eight:</u> The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Identify variations in games and activities played in classmates' homes and neighborhoods. • Playing partners toss to various ethnic music. • Understanding historical perspectives, i.e., marbles (Germany was the center of the world marble trade originally made from chips of marble, cheaper versions were of baked clay and glass. Marbles were known in pre-Christian Rome).

GRADE TWO:
“My Partner And I And How We Move Through Space”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Demonstrate skills of chasing, fleeing, and dodging in a variety of situations. • Jump in a self-turned rope repeatedly forward and or backwards. • Skip, hop, gallop, jump, and slide in a variety of situations. Combine locomotor patterns in time to music using a 4/4 beat • Strike a ball repeatedly with a hand or paddle, and be able to dribble off a wall. • Receives and sends an object in a continuous motion. • Balances, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts. • Beginning two/four square.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Know and begin to describe the difference between walking, jogging, running, hopping, skipping, walking on tip toes, galloping and sliding and identify when watching others. • Experience increase and decrease (fast and slow) in speed by using locomotor and manipulative skills appropriately. • Demonstrate the qualities of space, time, force and flow when performing a variety of locomotor skills.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Understanding movement is important as a means for exercise fitness. • Support body weight for climbing, hanging, and taking weight on hands, momentarily. • Demonstrate flexibility by moving each joint through a full range of motion. • Participate in sustained physical activity in physical classes and on the playground.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in a wide variety of physical activities outside the physical education class. • Identify feelings resulting from challenges and successes in physical activity. • Interpret an experience through movement (creative movement, dance, visualization, for instance)

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Self-discipline: self-control in relation to self, other persons, and objects. • Apply rules, procedures, and safe practices with little reinforcement. • Use equipment and space safely and properly. • Respond positively to an occasional reminder about a rule infraction. • Practice specific skills as assigned until the teacher signals the end of practice. • Stops activity and control the equipment immediately at the signal to do so.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participates in a wide variety of activities that involve locomotion, non-locomotion and manipulation of objects outside of physical education class. • Seeks participation in gross motor activity of moderate to vigorous in nature, at home and in the community.

SOCIAL DEVELOPMENT

<p><u>Standard Seven:</u> The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work cooperatively with another to complete an assigned task. • Assist a partner by sharing observations about skill performance during practice, using simple criteria. • Resolve conflicts in socially acceptable ways. • Treat others with respect during play.
<p><u>Standard Eight:</u> The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Describe how contemporary, successful local personalities have made a positive difference through physical activity. • Cut out old sports magazines and make a collage of favorite sports. • Understanding historical perspectives, i.e., quilts probably developed from the Greek sport of discus throwing and spread with traders. Quilting leagues are a familiar part of social life in Scotland and England and was introduced to the United States during colonial times. Horseshoe pitching has largely replaced the original version of the game.

GRADE THREE:
“Continuity and Change in Movement”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a sequence of physical activities and movement patterns that match appropriately (rhythm, speed, emotion, etc.) to a selection of music. • Dribble a ball continuously, using the hands or feet for control in place and moving around. • Use a variety of body shapes, levels, and pathways in simple sequences of movement. • Balance with apparatus, balance inverted (upside down), balance on body parts, partner balances. • Manipulation: Elementary striking skills (refined), dribble, volley. • Movement concepts at this point are: Forward/Backward Over/Under Off of Wandering Across Counterclockwise Clockwise Quick Right/Left Sideways Heavy/Light In Front/Behind Through Diagonally Up/Down Around/Through Loud/Quiet Next To Hard/Soft Middle Straight/Zigzag On Top Of Fast/Slow Weak/Strong High/Low
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize similar movement concepts in a variety of skills. For example, an underhand movement can be used in a variety of activities. • Identify critical elements of locomotor movement. • Use feedback to improve performance. • Understand how to stop and start movement. • Learn to focus on important cues and adjust movement to specific situations.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Understand strength and fitness benefits from various types of exercise. • Understanding the importance of cardiorespiratory exercise. • Understanding the importance of flexibility. • Identify the components of health-related fitness. • Describe the importance of warm-up and cool-down as a part of aerobic activities. • Participate in aerobic activity for extended periods of time (ten minutes, for example). This should be during class and during free time.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Identify benefits gained from participating in physical activity • Participate in regular physical activity that encourages appropriate social interactions • Use physical activity as a means of self-expression.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work independently and on task during physical education activities • Follow rules, procedures, and etiquette with minimal adult direction. • Understand gender differences and how this effects growth rates. • Engage with all members of the class and not just with special friends.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Awareness of opportunities in physical activities in the community with regards to his/her disability. • Regularly participates in physical activity for developing a healthy lifestyle • Identifies at least one activity to participate in on a regular basis.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Gaining a respect for others; understanding of play and assist each other in activities • Continuity and change is addressed through the study of how the student's ability to move has changed throughout his or her life. • Play cooperatively in small groups of three to five with minimal adult support • Work productively with partners toward a goal. • Invite a peer to take a turn at a piece of apparatus before repeating a turn. • Identify and accept differences in each other's physical performance.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Circle dances from around the world. • Explain how their physical education program has changed since kindergarten. • Music and dance with stories from the class. • Games from around the world. • Understanding generation relationships, i.e., games did your Grandparents played.

GRADE FOUR:
“Manipulating Objects In and Through Space”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Throw, catch, strike, and kick using mature form. • Dribble and pass in basketball related activities. • Balance with control on a variety of objects (balance board, large apparatus, stilts). • Develop and refine a gymnastics tumbling sequence demonstrating smooth transitions. • Develop a creative dance sequence and refine it into a repeatable pattern. • Using correct form jump and land for height and distance. • Transfer weight from feet to hands at fast and slow speeds, using large extensions (e.g., mule kick, handstand, cart wheel).
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Understand that repetition improves performance. • Emphasis is on learning the correct technique rather than the result. • Be ready to take initiative/demonstrate leadership. • Create chances to process quickly by developing movement opportunities.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Engage in appropriate activity that results in the development of muscular strength, endurance and good nutrition. • Maintain continuous aerobic activity for a specified time and activity (12-15 minutes). • Support, lift, and control body weight in a variety of activities. • Participate regularly in physical activity to improve physical fitness. • Develop more complex dances.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Learning to appropriately respond with success and failure in experiences. • Participate regularly in a physical activity that develops a healthy lifestyle. • Describe healthful benefits that result from their regular and appropriate participation in physical activity. • Identify opportunities in the community to participation in physical activities. • Participation on a regular basis in at least one physical activity. • Design games, gymnastics and dance sequences of personal interest.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Assess their own performance problems without blaming others. • Accept decisions regarding a rule infraction without displaying a negative reaction. • Act in a safe manner during physical activity. • Work independently and on task in small groups. • Demonstrate good sportsmanship by playing according to the rules, accepting the decisions of officials and congratulating their opponents no matter what the outcome of the game.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Describe local opportunities in movement related activities influenced by demographics. • Participates in non-school sports. (Examples are baseball, soccer, football, ice hockey, jazz dance and swim team. Participation may be after school or in the summer.) • Encourage other family members to engage in hiking, roller blading, walking and other physical activities to develop family unity.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to lead or follow while working cooperatively with partner or small group. • Recognize the fundamental strategies in simple games. • Recognize the attributes that individual differences can bring to group activities.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Activities reflect ethnic groups represented in California population: Hispanic. Native American, Asian, Irish, Italian to name a few. • Report on local sports and recreational opportunities. • Describe and participate in activities of different national, culture, and ethnic origins. • Understanding historical perspectives, i.e., Chinese rope-kicking (a popular game in China it's a version of the English favorite, "high water-low water").

GRADE FIVE:
“Manipulating Objects With Accuracy And Speed”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Manipulate objects with accuracy and speed with relationship to boundaries. • Combine movement skills in applied settings. • Develop specialized movement skills. • Pass a ball or other object to a moving player in dynamic situations. • Cooperative games with emphasis on more than two skills. • Contemporary line dances set to music using a 4/4 beat. • Understand offensive and defensive play.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Use information from internal, (self-evaluation) and external (peers and teachers) sources to improve performance. • Use fundamental strategies in modified sports-related games. • Understand simple principles of practice and conditioning that enhance performance.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Participate in a variety of health-enhancing physical activities in both school and non-school settings. • Assess their personal health-related fitness and set goals to meet standards of health-related fitness. • Meet current health-related fitness standards as defined by modified fitness tests. • Understand that different body types are more effective at certain movement skills and activities. • Identify how to balance food intake with physical activity. • Understand the relationship of calories in/calories Out to body composition.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Describe opportunities in the school and community for regular participation in physical activity. • Participate daily in some form of health-enhancing physical activity. • Describe and demonstrate movement activities and ways of using the body to communicate ideas and feelings.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Distinguish between acts of courage and reckless acts. • Follow game rules independently and with adult support. • Participate in establishing rules and procedures that are safe and effective for specific activities and environments.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participates in outdoor recreational activities at local facilities or areas. • Utilize table games to enhance leisure time. • Increase socialization through participating in aerobic dance. • Increase constructive use of leisure through participation in an activity that can be done at home using video format. • Participate in running, jogging, and walking activities throughout the community.

SOCIAL DEVELOPMENT

<p><u>Standard Seven:</u> The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Teach an activity or skill to partners or a small group of peers or younger children. • Demonstrate fairness in games and activities. • Putting yourself in another's place, how would you feel if you used a wheelchair or was too small to reach a basket. • Understand the concept of empathy.
<p><u>Standard Eight:</u> The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Activities throughout the world could be discussed. • Develop historical perspectives, i.e., the Olympic Games encompass which sports and which countries usually do the best and why? • Jeu de Boules from France, Bocce originating in Italy, Qui lies adapted from the old French or Tlachthi from Spain can be researched and played.

GRADE SIX:
“Cooperative Effort Toward Achieving A Common Goal”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Throw a variety of objects, demonstrating both accuracy and force both with one hand and two. • Perform tumbling and dance sequences that combine traveling, rolling, balancing, and transferring weight into smooth flowing sequences. • Keep an object going continually with a partner, using a striking pattern. This can be done with the body or with a racquet or trainer volleyball, manipulate the boundary for success.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize and correct errors in personal movement patterns. • Identify the basic locomotor, non-locomotor, and manipulative skills that enhance performance. • Provide constructive feedback to a partner.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Instructor keeps a record of heart rate before, during and after a vigorous physical activity. • Engage in physical activity at the target heart rate for a minimum of 20 minutes. Identify proper warm-up and cool-down techniques and the reasons for using them. • Demonstrate activities designed to improve and maintain muscular strength, endurance, flexibility, cardiovascular functioning, and proper body composition (the five health components of fitness).
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in a variety of physical activities, both in and out of school based upon individual interests and capabilities. • Use time wisely when given the opportunity to practice and improve performance. • Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Remain on task without close teacher monitoring. • Use time wisely when given the opportunity to practice and improve performance. • Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Choose to exercise at home for personal enjoyment and benefit. • Participate in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capacities. • Identify opportunities close to home for participation in different kinds of activities. • Make suggestions for modifications in a game or activity that can aid his/her inclusion.

SOCIAL DEVELOPMENT

<p><u>Standard Seven:</u> The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Design and play small-group games that involve cooperating with others (peers and non-disabled peers). • Make suggestions for modifications in a game or activity that can improve the game to enhance "fair/equal" participation for all. • Recognize the role of games, sports, and dance in getting to know and understand theirs with individual likeness and differences. • Appreciate style differences of movement activity.
<p><u>Standard Eight:</u> The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Dances of contemporary cultures, whose origins are studied in ancient civilizations, simple movements extract the essence of the dance. • Dance to a 4/4 beat and takes turns as a drummer to pound out the beat. • Understanding historical perspectives, i.e., hoops (The Greeks set great stones by hoop rolling as a healthy exercise for people with a weak constitution: it was recommended by Hippocrates, the great physician in one of his treatises on medicine, about 300 BC).

GRADE SEVEN:

“Providing Challenges And Making Decisions Through Activities Which Involve Risk”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Adapt and combine locomotor, non-locomotor, and manipulative skills to meet the demands of increasingly complex movement activities. • Perform a variety of simple folk and square dances. • Demonstrate beginning skills for net or other types of games. • Explore combatives, aquatics, and adventure activities.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize general characteristics of movement that can be applied to specific settings. • Apply basic offensive and defensive strategies in simple settings • Apply scientific principles to individual/dual sports.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Participate in vigorous activity for a sustained period of time (at least 20 minutes) at least three times per week, while maintaining a target heart rate. • Establish and monitor personal physical activity goals. • Assess, set and meet current health-related fitness standards as defined by fitness testing. • Identify the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body's ability to participate in physical activity.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in games, sports, dance and outdoor pursuits, both in and out of school, based upon individual interests and capabilities. • Describe the relationship between a healthy lifestyle and physical emotional and social well being. • Explore modified introductory outdoor skills suited to the student's environment.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Accept and respect decisions made by game officials--whether they are students, teachers, or referees. • Demonstrate appropriate sportsmanship. • Understand that the quality of life is enhanced due to tension and stress releasing effects of physical activity.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Rotate through a circuit training program that offers individual tasks and small cooperative activities that foster fitness skills. • Develop individual journals to record individuals best in a variety of activities. • Work with the family to develop games and specific game nights at home.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities. • Handle conflicts that arise with others without confrontation. • Work cooperatively with more and less skilled peers.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Appropriate curriculum content will carry over into general movement program, if students are studying the medieval times games during those times will be according to cognitive ability. • Understanding historical perspectives, i.e., knucklebones (a game similar to Jacks), Hopscotch (originated in Scotland), Tug-O-War with many variations around the world, i.e., Burma, Canadian natives, Korea, Austrian, and Tyrol have variations that are unique and fun.

GRADE EIGHT:
“Working As A Team To Solve Problems”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Use basic offensive and defensive skills in a modified version of a team sport. • Demonstrate competence in modified versions of a variety of movement forms. • Performs a variety of simple folk and square dances. • Describes principles of training and conditioning for specific physical activities.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Understand boundaries, and move advanced movement and game strategies. • Understand principles of practice for specific physical activities. • Will maintain a record of moderate to vigorous physical activity. • Understand the concept that fouls involve people, and violations involve space (lines) equipment, time. Terminology of rules becomes more developed.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Design personal health-related fitness programs based upon a fitness profile assessed by fitness scores. • Describe how to improve and maintain appropriate body composition. • Describe principles of training and conditioning for specific physical activities. • Assess physiological indicators of exercise during and after physical activity. • Engage in physical activity at the target heart rate for minimum of 20 minutes three times a week. • Correctly demonstrate various weight training techniques.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Establish personal activity goals. • Participate in regular health-enhancing activities to accomplish personal physical activity goals. • Emphasis on favorite physical activity to improve skill level. • Describe long-term physiological, psychological, and other benefits that may result from regular participation in physical activity.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Solve problems by analyzing causes and potential solutions. • Practice appropriate ways to learn new skills or sports independently. • Play within the rules of a game. Fouls involve people, and violations involve space (lines), equipment and time. • Considers the consequences when confronted with a behavior choice.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Be exposed to a variety of new activities. • Enjoys the aesthetic and creative aspects of performance. • Feels satisfaction when engaging in physical activity. • Participates in fitness-enhancing physical activities outside of school, (e.g., gymnastics club, wheelchair sports team, community swim team, sponsored youth sports).

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Identify positive and negative peer influences. • Recognize that team sport rules are fair and allow for maximum participation. • Make choices based on the safety of others and self. • Identify behaviors that are supportive and inclusive in physical activity. • Respects the physical and performance limitation of self and others. • Displays sensitivity to the feelings of others during interpersonal interactions. • Handles conflicts that arise with others without confrontation.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Describe physical education and physical activity in the U.S. during the last century. • Describe how various cultures have influenced games, sports, play, and dance in the United States. • Demonstrates understanding of the ways sport and dance influence American culture. • Understanding historical perspective, i.e., barrel rolling (fun loving turn of the century Paris used to give each contestant a wine barrel to roll a given distance we may try this today with modern plastic garbage cans!) • Understanding historical perspective, i.e., camel rush (how many of you can fit on the back of a camel?) Great fun in India but how can we adapt this fun and wacky game? An empty bathtub, plastic water pool, garbage can, or wheelbarrow might work.

GRADE NINE:
“Students Develop Fitness Programs For A Healthy Life-Style”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a practice program for an open skill (impacted by environmental variables) and for a closed skill (not impacted by environmental variables). • Apply fundamental movement skills in team sports, tumbling, gymnastics, and aquatics. • Create a variety of offensive/defensive strategies for a new team game.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Analyze movement performance using the principles of resistance in order to learn or improve a movement skill. • The sciences can collaborate in teaching concepts related to gravity, levers, motion, biomechanics and exercise physiology. • Basic knowledge of simple gymnastics. • Aquatics should ensure that the students are water safe.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Create and implement an individualized fitness program, monitor physical changes, and modify the plan to ensure success. • Learn simple physiology of exercise concepts. • Understand the importance of balanced nutrition for good health- • Revise personal goals for fitness as needs change. • Develop an understanding of the components of total health fitness through a ten-week unit on fitness. • Overall goal of healthy life style through scientific medicine and physical activity.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Gain an appreciation of achievements, no matter how large or small. • Set personal goals for health and fitness. • Journals which include a record and analysis of personal exercise and nutrition, personal growth and development and personal achievement. • Understand the concept of "personal best."

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Analyze the variety of body types within age and gender groups, and their efficiency at different skills. • Recognize need for affiliation, creates in the student a willingness to acknowledge and respect stylistic differences in performance. • Team members resolve conflicts for the group, understanding of the word teamwork.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Choose to participate in movement-related activities outside of school. • Understand the importance of maintaining a healthy life style. • Become involved in a community-based activity such as a bowling league, square dance group or Special Olympics challenge sports.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Demonstrate the use of conflict resolution skills as a member of a team. • Awareness of likeness and differences. • Awareness of rules and understand how they can be modified by the group participating. • Understanding of peer pressure.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Aesthetic features of movement qualities to create a routine for use in tumbling, gymnastics, aquatics, team sports or fitness. • Integration with geography is accomplished through activities in which students plan routes, measure distance and gradients and experience orienteering as an aerobic activity. This could be as simple as how many miles is it to a special park, each day you chart how far you walked or jogged and after completing x amount of miles the student is rewarded by going there. • Understanding historical perspective, i.e., all America Soap Box Racing is highlighted every August in Akron, Ohio, photographers in early twentieth century France show pictures of many adults who design and build ingenious wheeled racers.

GRADE TEN:
“Analyze Skills For Effective Movement”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a practice plan for themselves taking into consideration their stage of learning. • Apply the fundamental movement skills in individual and dual sports, outdoor education, self-defense, and dance.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Create a variety of offensive/defensive strategies for a new individual game. • Analyze movement performance using application of levers to learn or improve a movement skill. • Analyze a movement performance using the scientific principles of movement in order to learn or improve a movement skill.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Analyze the mechanical principles involved in a fitness workout. Students assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition- • Assess personal fitness, compare scores to a health-related standard, and set goals for improvement or maintenance. • Discuss the importance of balanced nutrition for maintaining a healthy life-style
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Analyze current physical education programs and careers from the United States and around the world. • Understand the concept of "personal best" • Set personal goals for health and fitness. • Gain an appreciation of achievements no matter how large or small.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Appreciate the importance of commitment and dedication for effective movement-related performance. • Chooses an activity because of personal enjoyment and not because friends are in it. • Walks away from verbal confrontation. • Acknowledges good play from an opponent during competition. • Listens to all sides before taking action in conflict situations. • Enjoys the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Explain the relationship between the development of the sensory system and selection of developmentally appropriate activities. • Understand the importance of maintaining a healthy life style. • Become involved in community based activity such as a bowling league, square or social dance group, or a horseback riding club.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Applies leadership skills during movement related experiences. • Contributes meaningfully to the achievement of a team. • Recognizes and leaves provoking situations without getting involved in argument or physical interaction. • Use actions of others as social cues to appropriate action • Observes behavior of others in a situation and acts as they do. • Asks for help when needed.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Appreciate the aesthetic features of movement, its use in art forms, and its cultural and ethnic diversity. • Analyze the influence of events in world history on sport, games, and modern Olympics in society today • Understanding historical perspective, i.e., earthball. (Earthball is the modern American version of an ancient game whose beginnings go back to the earliest tribal free-for-all a game used ceremonially in other cultures to express an exuberant belief in the regenerative forces of nature.)

GRADE ELEVEN/TWELVE:
“Selecting Activities For The Pursuit Of Individual Excellence”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Apply the correct technique for fundamental movement patterns in an activity of choice. • Demonstrate some mastery of skills in games, sports, and dances and participate in intramural programs.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Apply motor learning concepts when learning new skills in an activity of choice. • Comprehend the correct elements of various movements, strategies, safety procedures, and basic rules. • Use the principles of movement to accomplish a task with the least effort.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Incorporate an activity of choice into their personal fitness plan. • Assess personal fitness; compare scores to a health-related standard. and set goals for improvement or maintenance. • Show evidence of developing and maintaining physical fitness to achieve the goal of a healthy life-style. • Evaluate critically claims made in ads about commercial products and programs.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Know current physical education programs and careers from the United States and around the world. • Demonstrate the concept of "personal best" • Set and maintain or improve upon personal goals for health and fitness. • Show an appreciation of achievements no matter how large or small.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Display cultural sensitivity in movement-related experiences. • Show evidence of a positive self-image. • Encourages others to apply appropriate etiquette in all physical activity settings. • Responds to inflammatory situations with mature personal control. • Diffuses potential conflicts by communicating with other participants. • Creates a safe environment for personal skill practice. • Takes a supportive role in an activity. • Cheers outstanding performances of opponents as well as the "favored" team.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participate in activities of choice and strive for individual excellence. • Derives genuine pleasure from participating in physical activity.

SOCIAL DEVELOPMENT

<p><u>Standard Seven:</u> The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Share in the responsibility of group action and problem solving as a member of a group or team. • Knows and follows rules for general physical education class. • Completes warm up exercises and warm downs independently.
<p><u>Standard Eight:</u> The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Develops strategies for including persons of diverse backgrounds and abilities in physical activity. • Displays a willingness to experiment with the sports and activities of other cultures. • Identifies the effect of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and participation. • Expose students to sport history and significant literary works of different time periods. • Understanding historical perspective, i.e., water jousting. Water jousting developed as a lighthearted version of land jousting on horseback, in the days of chivalry. Early water jousting tilted at shields, known as quintains, supported on poles in rivers. Thence the game moved downstream to the Mediterranean coast of southern France, and became a special entertainment at summer festivals

Gross Motor Behavioral Objectives Chart

This chart and the following examples can be helpful for writing gross motor behavioral objectives

<p>Conditions</p>	<ul style="list-style-type: none"> • accurately • from 10 feet • in the direction intended • to a target 12 feet away • a distance of 60 feet • without falling • without losing balance • making solid contact • quickly and efficiently • with assistance • without physical facilitation • in a practice setting • in a game situation • with preferred/either hand
<p>Criteria</p>	<ul style="list-style-type: none"> • 95% of the time • 3 out of 5 times • on 3 out of 5 trials • 10 times consecutively • without stopping • for 12 minutes • in 10 seconds
<p>Elements of: Self Esteem Self Image and Social Development</p>	<ul style="list-style-type: none"> • on own volition • with prompting • in a large group • in a small group • with other students • with age appropriate peers • during recess and leisure time • choosing activities within personal health limitations
<p>Method of Evaluation</p>	<ul style="list-style-type: none"> • a passing grade by the general PE teacher • as noted on the adapted physical activity chart • periodic charting by a district designated staff member • test activity by the classroom teacher • teacher made test by the SDC teacher • standardized test by the general PE teacher • criterion referenced test by the APE specialist • teacher directed test activity by the APE specialist

Examples

CURRENT LEVEL	ANNUAL GOAL	SHORT TERM OBJECTIVE	METHOD OF EVALUATION
Joey is able to pivot his entire body while sitting on a flat surface with facilitative assistance but sometimes his loses balance.	Improve Functional and Non-Locomotor Skills	By <u>date</u> , Joey will be able to pivot his entire body while sitting on a flat surface without facilitative assistance and without losing balance in 4 of 5 trials	As noted on a physical activity chart.
Audrey is able to stand in place without support and not fall for 30 seconds.	Improve Functional and Non-Locomotor Skills	By <u>date</u> , Audrey will be able to stand in place without support and not fall for 3 minutes in 4 of 5 trials	Periodic charting by a district designated staff member.
Sean can identify the left and right sides of his own body but has some trouble distinguishing the left and right side of others.	Improve Processing Skills	By <u>date</u> , Sean will be able to accurately point on verbal prompt to 9 of 10 left and right body parts of himself and others	Test activity by the classroom teacher.
Jennifer is able to walk and march in cadence but has not figured out how to correct herself when she falls out of cadence.	Improve Processing Skills	By <u>date</u> , Jennifer will be able to march in cadence with other students and correct herself when she fall outs of cadence within 5 seconds.	Teacher made test activity by the SDC teacher.
Timmy is able to jump (skip) rope with another person turning the rope 5 times consecutively but is not yet able to skip (jump) rope using a rhythm hop.	Improve Play, Game and Sport Skills	By <u>date</u> , Timmy will be able to skip (jump) rope using a rhythm hop with another person turning the rope 10 times consecutively	Test activity by the classroom teacher.
Carly is able to climb low play equipment but seldom uses cross patterning when climbing.	Improve Play, Game and Sport Skills	By <u>date</u> , Carly will be able to climb the ladder of a slide with cross patterning, slide down, and retain own balance at bottom of slide on 9 out of 10 trials	Teacher made test by the SDC teacher.
Crissy is able to hold a basketball above her head and maneuvers ball in a downward arc to the floor.	Improve Object Control Skills	By <u>date</u> , Crissy will be able to hold a basketball above her head and push, release and maneuver the ball in an upward arc toward a 7 foot high basket on his own volition or when prompted in 3 out of 5 attempts	Test activity by the classroom teacher.
Daniel is able to catch a tennis ball with both hands when bounced from 10 feet by another person in 3 out of 5 trials.	Improve Object Control Skills	By <u>date</u> , Daniel will be able to catch a tennis ball with one hand when bounced from 10 feet by another person in 3 out of 5 trials	Teacher directed test activity by the APE specialist.
Courtney is able to toss a flying disk (frisbee) using conventional frisbee tossing techniques 10 yards in random direction in a practice situations.	Improve Object Control Skills	By <u>date</u> , Courtney will be able to toss a flying disk (frisbee) using conventional frisbee tossing techniques 30 yards in the direction of another person in a game situation 2 out of 5 trials	Passing grade by the general physical education teacher for the frisbee unit.
Dale is able to strike a whiffle ball from a tee with a whiffle bat, but does not yet use the proper hitting techniques. Dale sometimes makes solid contact with the ball but usually hits the tee.	Improve Object Control Skills	By <u>date</u> , Dale will be able to strike a softball from a tee with a wooden bat using proper hitting techniques by making solid contact with the ball (not hitting the tee) in a practice situation on 2 of 5 trials	Criterion referenced test by the APE specialist.
Billy's low upper body strength and endurance inhibits his abilities to climb playground equipment.	Improve Health Related Physical Fitness	By <u>date</u> , Billy will be able to 1 standard pull-up or be able to hang from a horizontal bar with arms flexed so that his chin is above the bar for 3 seconds	Satisfactory grade on the periodic standardized fitness test administered to the general PE class by the general PE teacher.
Michael is able to walk/run the mile in less than 13 minutes.	Improve Health Related Physical Fitness	By <u>date</u> , Michael will be able to walk/run the mile in 12 minutes or less in 3 of 5 periodic quarterly class timings	Standardized test by the general physical education teacher.

Types of Physical Education

Question: *What are the various types physical education programs available?*

Answer:

General Physical Education

Full spectrum of game, sport, fitness, and activities. No adaptations or modifications required for safe and successful participation.

Modified Physical Education

Participation within general physical education taught by the physical education specialist or general classroom teacher but with modifications such as 'no running,' "no contact sports", "use of crutches," etc. *5CCR §3051.5(a)*

Specially Designed Physical Education

Physical education programming for a special education class with minimal or limited adaptations provided for the children and taught by the person who normally teaches physical education for this population. *5CCR §3051.5(a)*.

Adapted Physical Education

Direct physical education services provided by an adapted physical education specialist to students who have needs indicated by an assessment and evaluation of motor skills performance and other areas of need. Children receiving adapted physical education, as indicated on the IEP, are included in the state and federal child count. *5CCR §3051.5(a)*.

Adapted Physical Education Collaboration

Physical education services in this option are provided and/or implemented jointly with other school staff members in order to assist children in meeting individualized goals, objectives, or needs through all options. Service delivery may be a transitional progression through the various stages or a combination of options offered simultaneously to meet individual needs. This may include some direct "hands-on" services, directly working with children, as part of the collaborative process. These children will be counted on the federal pupil count when direct services are provided on a regular basis by the adapted physical education specialist as indicated on the IEP.

Adapted Physical Education Consultation

Assistance is given to parents, general and special class teachers, or general physical education teachers who are conducting either the general, modified, or specially designed physical education program. Ideas and suggestions for individualizing the instruction, resources, modifications or adaptations, and/or identifying supplementary devices/teaching aids that would facilitate the skills of an individual with exceptional needs may be shared. These services should be considered as support services provided by the adapted physical education specialist and do not include directly working with children and will not be recorded on the pupil count.

Consultation and Collaboration

Question: *How should consultative and collaborative adapted physical education services be used?*

Answer:

Consultive services are usually given to general and special education class teachers, general physical education teachers, and parents to help implement either the general, modified, or specially designed physical education program.

Help is often given to facilitate individualized instruction or identification of supplementary devices/teaching aids that would further develop the skills of an individual with exceptional needs.

Consultative services provided by an adapted physical education specialist to another teacher or a regular classroom instruction aide does not fulfill or substitute for the direct adapted physical education instruction indicated on a child's IEP.

" . . . Consultative services may be provided to teachers, or other school personnel for the purpose of identifying supplementary aids or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs." 5CCR §3051.5(a).

Collaborative services may be provided for individuals with disabilities jointly with other staff members in order to assist the special education children in meeting their individualized goals, objectives, or needs whether in adapted, general, modified, specially designed physical education, or a combination of these service delivery options. Collaboration could be used to facilitate a progression through the various types of physical education services. It could also be used to coordinate combinations of physical education services provided simultaneously to meet the individual child's needs.

The intent of collaborative services is to assist the teacher in general or special education to individualize the instruction or identify supplementary devices that would facilitate development of the skills of an individual with disabilities; this assistance can also promote programming for the least restrictive environment. The initiation, frequency, and duration of the adapted physical education collaboration must be indicated on the IEP.

Selected passage from the *Program Advisory Clarifying Adapted Physical Education Services Program Services*, California Department of Education, SPD: 93/91-01, July 12, 1993. From Shirley A. Thornton, Ed.D., Deputy Superintendent Specialized Programs

More Than One Type of Physical Education

Question: *May a child who is receiving special education and/or related services participate in more than one of the types of physical education programs?*

Answer:

Yes. An IEP team may assign an individual with disabilities to any combination of physical education services offered such as general, modified, specially designed, adapted, or consultation. Direct service adapted physical education may be provided for a portion of the required time to concentrate on the stated goal(s) and objectives. The remainder of the required number of minutes for physical education instruction may be provided in general, modified, and/or specially designed physical education for 200 minutes every 10 school days for elementary and 400 minutes every 10 days for secondary, with several opportunities for excused or exempt absence. An IEP team should determine if a child cannot meet the required minutes for physical education instruction and indicate this in the individualized education program. *EC §51222, 51241, 51246, 51210, and 34 CFR §300.307.*

Providing a combination of service delivery options in both general and special education instruction encourages communication, cooperation, and collaboration among the professionals and fosters continuity in the child's instructional program. The general classroom teacher, general physical education teacher, or special day class teacher should be aware of the goal(s) stated on the IEP and should reinforce skills taught by the adapted physical education specialist. The IEP team should indicate on the IEP how coordination will occur between school personnel.

Selected passage from the **Program Advisory Clarifying Adapted Physical Education Services Program Services**, California Department of Education, SPD: 93/91-01, July 12, 1993. From Shirley A. Thornton, Ed.D., Deputy Superintendent Specialized Programs

Role of the Adapted Physical Education Specialist

Question: *What is the role of the adapted physical education specialist? "*

Answer:

The role of the adapted physical education specialist includes:

Assessing and Identifying a child's needs, recommending the appropriate physical education service delivery, and determining the present level of motor skill functioning. Once an IEP is developed, a child may be monitored by the adapted physical education specialist through all the options of physical education services, which could include adapted physical education, specially designed, modified, and general, until the child has mastered the skills necessary to participate independently in the general physical education program. The adapted physical education specialist may coordinate a combination of options offered simultaneously to meet the physical education requirements of the child.

Collaborating or Consulting with providers of general physical education, general physical education with modifications, or specially designed physical education programs. Children in a special education class may also receive direct service from an adapted physical education specialist if it is on the IEP.

Providing Direct Adapted Physical Education to children identified through the IEP team process who need adapted physical education services delivered in this manner. The initiation, frequency, and duration of the adapted physical education services must be indicated on the IEP.

Local education agencies should ensure that "the person providing, instruction and services shall have a credential authorizing the teaching of adapted physical education as established by the Commission on Teacher Credentialing." *5CCR §3051.5(b)*.

Selected passage from the **Program Advisory Clarifying Adapted Physical Education Services Program Services**, California Department of Education, SPD: 93/91-01, July 12, 1993. From Shirley A. Thornton, Ed.D., Deputy Superintendent Specialized Program

Adapted Physical Education Terms

- 5CCR** Refers to *California Code of Regulations - Title 5*
- 5CCR §3051.5** Regulations regarding Adapted Physical Education from the *California Code of Regulations - Title 5*.
- AAHPERD** Acronym for *American Alliance for Health, Physical Education, Recreation and Dance*.
- abdominal muscles** Group of muscles that support the stomach and pelvic area.
- abduction** The act of turning outward; the movement of a part from the axis (midline) of the body.
- abductor** A muscle that abducts.
- achilles tendon** Tendon connecting calf muscle to the heel bone.
- activity log** A chart in which to write down all physical activity performed.
- adaptation** Piagetian term that refers to the continuing change that occurs in an individual as a result of environmental interaction.
- Adapted PE** Adapted Physical Education.
- Adapted Physical Education, Direct Service** Direct physical education services provided by an adapted physical education specialist to students who have needs indicated by an assessment and evaluation of motor skills performance and other areas of need. Children receiving adapted physical education, as indicated on the IEP, are included in the state and federal child count. *5CCR § 3051.5(a)*. Also see Physical Education, Modified and Specially Designed.
- Adapted Physical Education, Consultation** Assistance is given to parents, general and special class teachers, or general physical education teachers who are conducting either the general, modified, or specially designed physical education program. Ideas and suggestions for individualizing the instruction, resources, modifications or adaptations, and/or identifying supplementary devices/teaching aids that would facilitate the skills of an individual with exceptional needs may be shared. These services should be considered as support services provided by the adapted physical education specialist and do not include directly working with children and will not be recorded on the pupil count. Also see Physical Education, Modified and Specially Designed.
- Adapted Physical Education (APE)** An individualized program of developmental activities, games, sports, and rhythms suited to the interest, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. Adapted PE is taught by a person credentialed to teach adapted physical education.
- Adapted Physical Education, Collaboration** Physical education services in this option are provided and/or implemented jointly with other school staff members in order to assist children in meeting individualized goals, objectives, or needs through all options. Service delivery may be a transitional progression through the various stages or a combination of options offered simultaneously to meet individual needs. This may include some direct "hands-on" services, directly working with children, as part of the collaborative process. These children will be counted on the federal pupil count when direct services are provided on a regular basis by the adapted physical education specialist as indicated on the IEP. Also see Physical Education, Modified and Specially Designed.
- adduction** A movement toward a median line or axis (midline) of the body.
- adductor** A muscle that adducts.
- aerobic endurance** The ability to perform nonstop physical activity using large muscle groups, maintaining a heart rate within 60% to 80% of maximum heart rate for at least 20 minutes.
- aerobic power** Amount of optimal work a person can possibly do for a period of 15 to 30 minutes resulting in the maximum delivery of oxygen to the working muscles; aerobic capacity of the individual depends on the heart and lungs to re-supply oxygen to the blood and muscles during exercise.
- aerobic** With oxygen
- agility** Ability to move the body or any of its parts in any direction quickly, easily, and with control.
- ambulation** The act of walking about or moving. (Ambulatory, adj.)
- anaerobic power** Amount of exercise possible in an all-out effort for a period of approximately 45 seconds; this is dependent on the natural oxygen supply that is present in the blood prior to exercise.
- annual goals** One of the stipulation of PL 94-142 requires written statements of what a child is targeted to accomplish within a year's time.
- anterior** In front of, or toward the head end of; "face" side of body.
- APE** Acronym for *Adapted Physical Education*.
- appropriate placement** A school place in which the individualized education program (IEP) of a student can be implemented.
- auditory processing** The ability to understand and use information that is heard, both works as well as other non-verbal sounds.
- auditory** Sensory receptors in the ears.
- bilateral integration** How the brain assimilates and organizes the right and left side of the body.
- bilaterally** Pertaining to or affecting both sides of the body.
- body awareness** Knowledge of the way the body parts move, for example, turn, twist, and stretch.
- body composition** The combined amount of fat and lean mass in the body.
- Body Mass Index (BMI)** A method of establishing body composition. The ratio of body weight and the square height.
- body image** Perception of the body as derived from external and internal sensations.
- body planes** The human body is divided into several bilateral planes: front and back, top and bottom, and left and right.
- body-space perception** Ability to orient body movements in a integrated manner when confronted with specific obstacles.
- BMI** Acronym for **Body Mass Index**.
- CAHPERD** Acronym for *California Association for Health, Physical Education, Recreation and Dance*.
- calorie** A measure of the energy in food substances.
- circuit training** Movement of the child among different stations at his or her own rate according to his or her level of fitness and skill.
- congenital** Existing at or before birth.
- convergence** Medial rotation of the eyes to create focus on an object.

Adapted Physical Education Terms

- cool-down** Performed after moderate or high intensity exercise to bring the heart lungs and muscles to a resting state; includes easy flowing motion, walking and stretches.
- cooperative play** Goal-directed play among children; one or two people may serve as the leaders in the group.
- Designated Instruction and Services (DIS)** Specialized instruction and/or support services identified through an assessment and written on an IEP as necessary for a child to benefit from special education (e.g. speech/language therapy, adapted physical education, vision services, vocational specialist, etc.).
- developmental delay** Maturational lag with retardation occurring in one or more of the basic domains.
- directionality** Ability to identify and relate objects or people other than self to each other in terms of left and right, for example, "Is the pencil to the right or left of the penny?"
- directionality** Awareness of space outside of the body. Involves (1) knowledge of directions in relation to right and left, in and out, and up and down; (2) the projection of one's self in space; and (3) the judging of distances between objects.
- DIS** Acronym for *Designated Instruction and Services*.
- dominant** The strongest of a pair of body parts; the one that is most often used and works best.
- dynamic balance** Ability to maintain a position while the individual is moving or the surface is moving.
- dynamic balance** Related to the individual's ability to move in a linear direction along a beam while balanced.
- dynamic flexibility** Ability to perform spontaneous stretching muscular contractions.
- dynamic strength** Muscle's ability to exert repeated contractions, dynamic strength is often synonymous with the term muscular endurance (see *muscular endurance*).
- EC** Acronym for *Education Code*.
- EC §33350:** Requires the Department of Education to insure establishment of physical education courses of study in elementary and secondary school. Directs the Department to compile and distribute a manual in physical education to teachers in public schools.
- EC §33351:** The Department of Education may employ the necessary expert and clerical assistant to administer s 33350 and 33352.
- EC §33352:** The Department of Education shall exercise general supervision over courses of study in physical education in elementary and secondary schools, exercise general control over all athletic activities, and advise and investigate in matters of physical education.
- EC §40 and EC §41:** Equal opportunity in physical education and athletics without regard to sex of the student.
- EC §46300:** Independent study may be utilized as an alternative to the regular instructional program (including physical education).
- EC §49066:** Physical Education Uniforms. Pupils' grades are not to be affected in lack of standardized apparel is beyond their control.
- EC §51210:** Adopted courses of students for grades 1-6 shall include physical education for not less than 200 minutes of each 10 school days.
- EC §51220** Adopted course of study for grades 7-12 shall offer physical education.
- EC §51222** Pupils in grade 7-12 shall attend physical education classes for not less than 400 minutes every 10 school days. Pupils in grades 10, 11 and 12 can be excused for driver training, not to exceed 24 clock hours and with a minimum of 7,000 minutes of physical education each school year. School districts shall continue to offer pupils exempted under provisions of Section 51241 a full variety of elective physical education course.
- EC §51223** In elementary school districts maintaining grades 1-8, physical education shall be 200 minutes each 10 school days.
- EC §51225.3** High school graduation requirements.
- EC §51241** Temporary or permanent exemption from physical education.
- EC §51242** Exemption from physical education for athletic program participants.
- EC §51246** Exemption from physical education for certain pupils in 12th grade.
- EC §56025(e)** A student with only a temporary disability is not eligible for special education (including Adapted Physical Education).
- EC §56500.1** Education for Handicapped Children Act.
- EC §60602(b)** Defines and designates the physical performance test as measuring physical fitness.
- EC §60608** Mandates month for testing as March, April, or May to there grades designated by the State Board.
- EC §60610** Preparation for physical performance testing.
- EC §60611** Using test for promotion and/or graduation.
- exercise** Physical activity performed to develop or maintain good health.
- explosive strength** Type of strength used when one is performing an activity that requires spontaneous muscular energy.
- extent flexibility** Ability to flex the body in various directions.
- eye-foot coordination** Ability to use eyes and feet together to accomplish a task.
- eye-hand coordination** Ability to use eyes and hands together to accomplish a task.
- F.I.T.T. Formula** Factors or pieces of a personal exercise program used to improve or maintain fitness; frequency, intensity, time, and type.
- fat** A solid white or yellowish substance
- fine motor coordination** Development of the muscles to the degree that they perform specific small movements.
- fine motor skills** Skills that are distinguished by involving small muscles and limited activities of the body extremities, for example, typing, threading a needle.
- flaccid** In muscle, lack of tone or weakness such as occurs in lesions of nerves.
- flexibility** Capacity to move a particular joint in the body through its range of motion.
- flexibility** Range of motion found for each joint of the body (see extent flexibility and dynamic flexibility).
- flexibility** The ability to stretch muscles freely, as far as possible.
- force** Mass times velocity; power, strength, might.
- frequency** The number of times per week exercise is performed; at least three times per week is recommended.
- gross motor coordination** Development of the skeletal muscles to produce efficient total body movement.
- gross motor skills** Skills incorporating large, usually several, muscle groups of the body; for example, running, throwing.
- growth** Observable step-by-step change in quantity, such as body size; changes may be due to maturation but also environmental effects.

Adapted Physical Education Terms

- hamstring** The muscles of the posterior aspect of the thigh which flex the knee and extend the hip.
- health** A condition in which all parts of the body are in good and proper working order.
- heart rate** The number of times the heart beats per minute.
- hypertonia** Excessive tone, tension or activity.
- hypotonia** Diminished tension; reduction in muscle tone.
- IDEA 1997** Acronym for **PL 105-17 Individual's with Disabilities Education Act**. IDEA 1997 is the most current reauthorization of **PL 94-142**, the federal regulations affecting the provisions of special education and related services to school age and preschool children with disabilities. Reauthorized in 1997 as PL 105-17 IDEA 1997 continues to identify the curriculum content area of physical education for individuals with disabilities.
- Individualized Education Plan (IEP)** A written document developed by a team of persons knowledgeable about the student, including teacher, counselors, specialist, administrators and parents, mandated by law, that defines a student's current levels educational performance; specifies annual goals and short term objectives; type of educational placement and related services; amount of participation in regular education programs; date(s) special education service begins and is projected to end; and the annual evaluation procedures and review date for updating the IEP.
- Individual's with Disabilities Education Act (IDEA 1997)** is the current reauthorization of **PL 94-142**, the federal regulations affecting the provisions of special education and related services to school age and preschool children with disabilities. Reauthorized in 1997 as **PL 105-17**, IDEA 1997 continues to identify the curriculum content area of physical education for individuals with disabilities.
- intensity** How hard exercise is performed during each session; 60% - 80% of maximum heart rate is necessary to build aerobic endurance.
- isometric** Of equal dimensions. In exercise: contraction of the muscle without movement of adjacent joints.
- jog** running at a trotting pace
- lateral awareness** Correct labeling of the two sides of the body, that is, left and right.
- lateral dominance** Development of a preference for using the left or right hand, foot, or eye.
- lateral** Pertaining to the side.
- laterality** Developing the ability to distinguish between the two sides of the body or simply being aware that the body has two sides; one of the earliest body-awareness characteristics.
- laterality** Internalizing the awareness of the difference between right and left.
- lean mass** The weight of muscles, bones, and organs in the body.
- Least Restrictive Environment (LRE)** A concept express by the court in the 1970's mandating that each handicapped person should be educated or served in the most "normal" setting and atmosphere. This led to the concept and practice of mainstreaming.
- locomotor movements** Basic movements performed while moving the body on the feet from place to place.
- long-term memory** (LTM) Relatively permanent component of the memory system (see *short-term* memory)
- Mainstreaming** A term referring to the time during which a special student participated in regular education activities, either academic or non-academic (e.g. math, reading, physical education, lunch, recess, and art).
- maturation** Changes in body size, shape, and skill within an individual where timing and patterning are independent of exercise or experience.
- medial** Pertaining to the middle.
- midline crossing** The sensory ability to cross from one side of the body to the other.
- motor pattern** Select group of movement skills combined to produce purposeful motor behavior.
- motor planning** The sensory ability to quickly and efficiently plan body movement.
- motor skill** Specific set of movement responses requiring precision and accuracy for its accomplishment.
- motor task** Specific movement skill or pattern designed and directed by the therapist for performance by the student.
- movement education** Physical education approach utilizing basic movement patterns.
- movement exploration** Method of teaching physical education through non-directive methods in which the participant explores the environment using basic movement patterns.
- movement flow** Movement that is sequenced and conducted without hesitation.
- muscle** A mass of tissue that is responsible for body movement and the shape and for of the body.
- muscular endurance** A muscle or group of muscles working (applying force) many times non-stop; or to hold something for a long time.
- muscular endurance** Capacity of the muscles to continue activity requiring muscular strength without undue fatigue.
- muscular endurance** Component of fitness that refers to the ability of a muscle or group of muscles to sustain repetitive contractions over a long period of time against a moderate resistance; generally related to strength.
- muscular strength** The most force a muscle or group of muscles can apply to a task.
- NASPE** Acronym for the *National Association on Sport and Physical Education* of **AAHPERD**
- OHI** Acronym for *Other Health Impaired*.
- Other Health Impaired (OHI)** Having a chronic health problem which affect learning in school.
- overload** A muscle or system that is worked slightly harder than normal to improve physical fitness; done by adding more weight, going faster or harder or repeating a movement many times.
- parachute reaction** The automatic placing of hands on floor when an infant is suddenly lowered from the prone position (supported face down and horizontal).
- parallel play** Play that occurs in the presence of other children but without any social interaction.
- patterning** Technique for treating children with inadequate neurological organization; method stems from Doman and Delacato's theory; calls for passive and active responses relating to crawling, creeping, and walking.
- PE** Physical Education.
- pediatrician** A specialist in the treatment of children's diseases.
- perception** Organization and interpretation of sensory information; influenced by prior experience.
- perception** Processing and utilizing information.
- perceptual motor** Integrating the senses and movement responses.

Adapted Physical Education Terms

- Physical Education, Adapted** Direct physical education services provided by an adapted physical education specialist to students who have needs indicated by an assessment and evaluation of motor skills performance and other areas of need. Children receiving adapted physical education, as indicated on the IEP, are included in the state and federal child count. *5CCR 3051.5(a)*. Also see Adapted Physical Education.
- Physical Education, General** Full spectrum of game, sport, fitness, and activities. No adaptations or modifications required for safe and successful participation.
- Physical Education, Modified** Participation within general physical education taught by the physical education specialist or general classroom teacher but with modifications such as "no running," "no contact sports," "use of crutches," etc. *5CCR 3051.5(a)*
- Physical Education, Specially Designed** Physical education programming for a special education class with minimal or limited adaptations provided for the children and taught by the person who normally teaches physical education for this population. *5CCR 3051.5(a)*.
- PL 94-142** Acronym for *Education of All Handicapped Children's Act*. Public Law 142 passed in the 94th Congress.
- PL 105-07** Acronym for *Individual's with Disabilities Education Act*; **IDEA 1997** is the most current reauthorization of **PL 94-142**, the federal regulations affecting the provisions of special education and related services to school age and preschool children with disabilities. Reauthorized in 1997, **IDEA 1997** continues to identify the curriculum content area of physical education for individuals with disabilities.
- proprioceptive** Sensory receptors in the muscles, joints, and ligaments.
- psychomotor** Integrating the senses and movement responses.
- PT** Acronym for *Physical Therapy*.
- Public Law 94-142 (PL 91-142)** Education For All Handicapped Children Act of 1975 which guarantees a free appropriate public education for all children with exceptional needs.
- quality** Physical activity that include good, safe and helpful exercise.
- reverse hurdler stretch** A stretch performed in a sitting position with one leg stretched to the side and sole of the other foot resting on the inner thigh of the stretched leg. Reach in a static stretch, toward the straight leg.
- reversibility principle** Physical improvement gained will be lost if exercise is not done regularly based on the F.I.T.T Formula.
- self-concept** Multidimensional construct representing the total range of one's perceptions and evaluations of oneself.
- self-esteem** Individual's need to be held in high esteem by peers and others as well as maintain a high opinion of one's own behavior.
- self-image** Psychological concept of how an individual perceives himself or herself as a person; it is one's own appraisal of one's personal worth and value and involves one's body image.
- sensorimotor period** First period in Piaget's developmental theory; infants' learning is limited to the simplest aspects of motor behavior and sensory perception.
- sensorineural loss** Loss of sensation through the sensory nerves.
- sensory integration** How the brain assimilates and organizes tactile, vestibular, proprioceptive, auditory and visual sensory information.
- sensory-motor** Integrating the senses and movement responses.
- short-term memory (STM)** Theoretical view that certain components of the memory system have limited capacity and maintain information for only a brief period of time.
- Sit and Reach Test** A test used to measure flexibility of the lower back and hamstrings, using a flex box.
- skinfold** A pinch of skin and the fat under the skin.
- skinfold caliper** A tool used to measure the thickness of a skinfold.
- socialization** Process by which a person (from birth to death) learns to exist in a social system through changing behaviors and attitudes as a result of interacting with other people in a social environment.
- solitary play** Play that a child participates in by herself .
- space** Surroundings of persons and objects.
- spatial awareness** A sensory understanding of where the your body or body parts are in general or personal space.
- specificity principle** Physical improvement will occur only in the areas exercised.
- static balance** Balance in which the support is stable and the individual is not in locomotion.
- static balance** Individual's ability to hold a stationary, balanced position for a period of time.
- static stretch** A stretch that is gradually performed and held steady.
- stress** The way the body reacts to any demand put upon it.
- Student Study Team (SST)** A regular education process designed to make preliminary modification within the regular education program of a student not succeeding in class.
- tactile** Refers sensory receptor for touch, or the sensory information our bodies receive from the skin.
- talk test** A method used to measure how hard a person is exercising; a person ability to take during aerobic endurance exercise.
- target heart rate** The recommended number of times the heart should beat each minute during aerobic exercise in order to improve aerobic endurance; 120 to 170 beats per minutes for children, ages 5 to 12.
- time** Duration; the total time spent during each session of exercise; at least 20 minutes of aerobic endurance exercise is recommended to improve or maintain aerobic fitness.
- time** Movement speed (for example, quick, slow, sudden, sustained).
- Title 5 Regulations** The administrative regulations which amplify the Education Code Sections dealing with special education.
- Title IX** Federal legislation that assures equal opportunity for girls' and boys' participation in school and other institutional sponsored physical education and sports programs.
- use** Performing regular exercise using the heart, lungs, and muscles.