

**Kansas Model Curriculum Standards for  
Physical Education**

## INTRODUCTION TO THE KANSAS K-12 PHYSICAL EDUCATION STANDARDS

Compiled by Joella Mehrhof, Chair, Standards Committee

### BACKGROUND

Kansas' schools have a long history of providing physical education to students. Most school districts provide a very comprehensive physical education program, K-12. Research has shown that planned, sequential instruction in physical education promotes lifelong physical activity. A comprehensive physical education program is designed to develop basic movement skills, sports skills, and physical fitness as well as to enhance mental, social and emotional activities. Further research has shown that physical activity among adolescents is consistently related to higher levels of self-esteem and lower levels of anxiety and stress. Physical activity is also positively associated with academic performance. Students who participate in school physical education programs do not experience any harmful effects on their standardized test scores, though less time is available for other academic subjects.

In 1998, the Kansas State Department of Education developed a physical education curriculum guide based upon the National Association of Physical Education and Sport (NASPE) National Standards for Physical Education. The six national standards with K-12 benchmarks were utilized in the development of the 2005 Physical Education Standards for the Kansas State Department of Education. A committee of physical education teachers' professors was convened to create the Kansas' standards. The physical education committee is:

Claudia Welch – USD #345

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Michelle Dilisio – USD # 413

Linda Plaza – USD # 453

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Jim Brown – USD # 253

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## HOW TO USE THE STANDARDS

The Standards are divided into PreK – K indicators, grades 1-2 indicators, grades 3-5 indicators, grades 6-8 indicators, and grades 9-12 indicators. They are created using the national standards as a template, but the benchmarks were edited to make the standards more user-friendly for Kansas teachers. Standard # 1 demonstrates competency in many movement forms and proficiency in a few movement forms, Standard # 2 applies movement concepts and principles to the learning and development of motor skills, Standard # 3 focuses on regular participation in physical activity, Standard #4 stresses the achievement and maintenance of health-enhancing levels of physical fitness, Standard # 5 demonstrates responsible personal and social behavior in physical activity settings, and Standard # 6 values physical activity for health, enjoyment, challenge, self-expression, and/ or social interaction.

The Kansas Standards committee feels strongly that the physical education for Kansas students should be implemented throughout grades K-12 and we encourage teachers to dialogue with their administration regarding ways to strengthen physical education in Kansas schools. While the Kansas State Department of Education does not endorse any particular curricula, there are a number of affordable, research-tested K-12 physical education curricula currently available to school districts at reasonable costs.

The Physical Education Standards Committee hopes the Standards will be helpful to you and we applaud your commitment to physical education for Kansas children and teens. Questions regarding the standards may be e-mailed to KSDE contact personnel:

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**By the end of Kindergarten****Content Standard:** Motor Skills

**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Benchmark 1:** The student will demonstrate various locomotor patterns, balances, ball handling skills, and rhythms.

Pre-K – K Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) demonstrates the ability to move using a variety of locomotor skills.</li> <li>(b) demonstrates clear contrasts between slow and fast movements traveling in different directions (e.g., sideways, backward) and in personal and general space.</li> <li>(c) maintains momentary balance in a variety of positions and levels.</li> <li>(d) projects objects through space using various means (e.g., rolling, sliding, throwing).</li> <li>(e) catches a self-tossed ball after it bounces.</li> <li>(f) strikes a balloon repeatedly with different body parts.</li> <li>(g) performs a simple rhythmic pattern.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) introduces initial levels of walk, run, slide, hop, and jump through activities that allow exploration of each of these locomotor skills.</li> <li>(b) introduces spatial elements of change of direction and change of speed while working with others in personal and general space.</li> <li>(c) introduces basic balances and poses using various body parts in low, middle, and high levels.</li> <li>(d) uses foam or other appropriate soft equipment to introduce basic throwing (propulsion) patterns.</li> <li>(e) introduces basic skills of catching self-tossed ball after bounce through low organized games or open-play activities.</li> <li>(f) introduces basic striking skills with hands, feet, head, elbows, knees, etc., in open-play activities.</li> <li>(g) introduces basic elements such as walk and clap, repetitive clap patterns and body awareness rhythms.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

## By the end of Kindergarten

**Content Standard:** Learning Concepts

**Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmark 1:** The student will identify the cognitive concepts associated with locomotion and body awareness.

Pre-K-K Indicators	Instructional Examples
<p>The student</p> <p>(a) recognizes locomotor skills, levels, and pathways when demonstrated.</p> <p>(b) understands and responds appropriately to the terms of over, under, beside, between, in, out, above, below, front, and back.</p> <p>(c) identifies various body parts (e.g., head, knee, shoulder, back).</p>	<p>The teacher</p> <p>(a) uses low organized games (e.g., follow the leader) to emphasize recognition of the skills of walk, run, slide, jump and hop.</p> <p>(b) uses open-play activity and appropriate soft equipment to stress relationships of body to space.</p> <p>(c) uses body identification activities (e.g., head, shoulders, knees, and toes) to reinforce body part recognition.</p> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

By the end of Kindergarten

**Content Standard:** Active Participation

**Standard 3:** The student participates regularly in physical activity.

**Benchmark 1:** The student will participate in non-structured and structured physical activities.

Pre-K-K Indicators	Instructional Examples
<p>The student</p> <p>(a) participates regularly in a variety of non-structured physical activities outside of physical education class (e.g., tag, hide and seek).</p> <p>(b) participates regularly in games and activities that use manipulatives (e.g., balls, hoops, beanbags) outside of physical education class.</p>	<p>The teacher</p> <p>(a) suggests free-time activities to students, classroom teachers, and parents.</p> <p>(b) encourages use of community resources (e.g., dance, t-ball, swimming).</p> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

By the end of Kindergarten

**Content Standard:** Physical Fitness

**Standard 4:** The student achieves and maintains a health-enhancing level of physical fitness.

**Benchmark 1:** The student will achieve a level of fitness and muscular strength.

Pre-K-K Indicators	Instructional Examples
<p>The student</p> <p>(a) participates in a variety of games that increase breathing and heart rate.</p> <p>(b) demonstrates sufficient muscular strength by supporting body weight in various activities.</p>	<p>The teacher</p> <p>(a) plans low organized games and basic rhythmic activities that increase heart and breathing rate.</p> <p>(b) plans activities that encourage climbing, bar hanging, and weight supported positions.</p> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

## By the end of Kindergarten

**Content Standard:** Personal and Social Behavior

**Standard 5:** The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark 1:** The student will exhibit self-discipline, respect for others and the learning environment, as well as appropriate levels of sportsmanship.

Pre-K-K Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) follows instructions in games and activities.</li> <li>(b) demonstrates self-discipline and responsibility while actively participating in group, individual, and partner activities.</li> <li>(c) resolves conflicts with others in socially acceptable ways.</li> <li>(d) respects others, equipment, and learning environment.</li> <li>(e) helps others in the physical activity setting through actions and words.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) uses activities that promote listening skills.</li> <li>(b) establishes appropriate class rules and expectations for class activities and games.</li> <li>(c) offers acceptable strategies to resolve conflict (e.g., rock-paper-scissors; reporting vs. tattling).</li> <li>(d) institutes acceptable patterns of equipment distribution, partner changing, and sharing of personal and general space.</li> <li>(e) uses appropriate activities to promote positive feedback (e.g. thanks for being partners, nice job).</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	



**By the end of Kindergarten**

**Content Standard:** Activity Appreciation

**Standard 6:** The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark 1:** The student will engage in various physical activities.

<b>Pre-K-K Indicators</b>	<b>Instructional Examples</b>
<p>The student</p> <ul style="list-style-type: none"> <li>(a) develops positive attitudes towards physical activity.</li> <li>(b) continues to participate when learning a new activity even when not successful.</li> <li>(c) understands the importance of participating with others.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) offers a variety of activities so that each child can easily find physical activity opportunities.</li> <li>(b) uses various teaching strategies to assist students in improving physical skills.</li> <li>(c) introduces basic concepts of sportsmanship through simple and low organized games.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 2**

**Content Standard:** Motor Skills

**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities building from Pre-Kindergarten through Kindergarten.

**Benchmark 1:** The student will demonstrate initial skills of locomotion and balance.

Grades 1-2 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) demonstrates initial form in galloping, skipping, hopping, and sliding.</li> <li>(b) demonstrates control in traveling, weight bearing, weight shifting, and balancing activities.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) reviews jump, walk, hop, and slide and introduces skip, gallop, and leap through activities that allow exploration of each of these skills.</li> <li>(b) reinforces use or change of direction and speed while moving with others in general and personal space while reinforcing weight bearing, weight shifting, and balancing activities.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 2**

**Content Standard:** Motor Skills

**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities building from Pre-Kindergarten-Kindergarten.

**Benchmark 2:** The student will demonstrate rhythmic patterns and manipulative ball skills.

<b>Grades 1-2 Indicators</b>	<b>Instructional Examples</b>
<p>The student</p> <ul style="list-style-type: none"> <li>(a) combines locomotor patterns in time to music.</li> <li>(b) demonstrates the manipulative skills of throwing, catching, dribbling with hand and foot, kicking, and striking.</li> <li>(c) demonstrates motor patterns in simple combinations.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) introduces activities, such as simple dances and rhythmic activities, which use various locomotor patterns in time to music.</li> <li>(b) provides opportunities to throw, catch, strike, as well as dribble with feet and hands through low organized activities and lead-up games.</li> <li>(c) provides activities that incorporate the manipulation of objects while moving (e.g., dribble while running and rope jumping).</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 2**

**Content Standard:** Learning Concepts

**Standard 2:** The student demonstrates understanding of movement concepts, principles strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmark 1:** The student will identify body parts and levels.

Grades 1-2 Indicators	Instructional Examples
<p>The student (a) identifies various body parts and levels in performing physical activities.</p>	<p>The teacher (a) uses body part identification activities while incorporating differing levels.</p> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 2**

**Content Standard:** Learning Concepts

**Standard 2:** The student demonstrates understanding of movement concepts, principles strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmark 2:** The student will demonstrate movement skills safely and appropriately.

Grades 1-2 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) applies movement concepts to a variety of basic skills.</li> <li>(b) recognizes appropriate safety practices in general space.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) introduces learning cues for throwing, catching, or striking.</li> <li>(b) uses positive feedback through general space activities to reinforce appropriate safety practices.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard:** Learning Concepts

**By the end of Grade 2**

**Standard 2:** The student demonstrates understanding of movement concepts, principles strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmark 3:** The student will develop performances as a response to corrective feedback.

Grades 1-2 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) corrects movement errors in response to corrective feedback.</li> <li>(b) explains that appropriate practice improves performance.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides a variety of activities to practice the cues (e.g. on paper, on self, with peers and teacher).</li> <li>(b) provides opportunities for students to demonstrate learning cues and to increase success.</li> </ul> <p><i>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 2**

**Content Standard:** Active Participation

**Standard 3:** The student participates regularly in physical activity.

**Benchmark 1:** The student will be able to participate in a wide variety of non-structured and structured physical activities at moderate to vigorous levels both in and out of physical education.

Grades 1-2 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) engages in moderate to vigorous physical activity on an intermittent basis.</li> <li>(b) engages in a wide variety of physical activity outside of physical education.</li> <li>(c) participates in a variety of activities that involve manipulation of objects in and outside of physical education class.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) devises a variety of activities that raise heart rate.</li> <li>(b) provides examples and incentives to be active outside of school (e.g. community resources, after-school programs, physical education and fitness calendars.)</li> <li>(c) provides activities that encourage participation in, and experience of, the manipulation of objects (e.g., stacking cups, scarves, parachutes).</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 2**

**Content Standard:** Physical Fitness

**Standard 4:** The student achieves and maintains a health-enhancing level of physical fitness.

**Benchmark 1:** The student will understand the need for physical fitness.

Grades 1-2 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) demonstrates sufficient muscular strength to bear body weight for climbing, hanging, and momentary body support of the hands.</li> <li>(b) participates in a variety of games that increase breathing and heart rate.</li> <li>(c) sustains activity for increasingly longer periods of time while participating in various activities in physical education.</li> <li>(d) recognizes the health related physical fitness components.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides a variety of activities that require students to use weight bearing muscles (e.g., climbing, hanging).</li> <li>(b) plans vigorous physical activities that increase heart rates.</li> <li>(c) leads and encourages students in activities that increase intensity or the length of time that students are vigorously active.</li> <li>(d) provides opportunities for students to recognize health related fitness components.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	



**By the end of Grade 2**

**Content Standard:** Personal and Social Behavior

**Standard 5:** The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark 1:** The student will demonstrate self-management.

Grades 1-2 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) follows instructions and class procedures while participating in physical education.</li> <li>(b) works in diverse group settings without interfering with others.</li> <li>(c) uses equipment safely and appropriately.</li> <li>(d) demonstrates cooperation and consideration of others in group activities.</li> <li>(e) demonstrates socially acceptable conflict resolution during class activity.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) establishes class rules and expectations.</li> <li>(b) provides a wide variety of grouping strategies.</li> <li>(c) provides guidelines for the safe use of equipment.</li> <li>(d) leads students in cooperative learning activities that foster a caring environment.</li> <li>(e) gives the class tools to use for problem solving (e.g., rock-paper-scissors).</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 2**

**Content Standard:** Activity Appreciation

**Standard 6:** The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark 1:** The student will appreciate various physical activities.

Grades 1-2 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) exhibits both verbal and nonverbal indicators of enjoyment.</li> <li>(b) willingly tries new movements and skills.</li> <li>(c) continues to participate when not successful on the first try.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) establishes opportunities for students to self-assess class enjoyment.</li> <li>(b) provides a wide variety of activities with an expectation to try everything, but with the opportunity to pick a favorite.</li> <li>(c) sets a safe, learning, noncompetitive environment.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 5**

**Content Standard:** Motor Skills

**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Benchmark 1:** The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts.

Grades 3-5 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) uses a mature form on the following skills: throw, catch, kick, volley, dribble with hands, dribble with feet, and strike.</li> <li>(b) develops and refines a creative dance into a repeatable pattern.</li> <li>(c) jumps and lands for height and distance using a mature form.</li> <li>(d) develops and refines an individual short-rope routine using a variety of basic skills.</li> <li>(e) demonstrates the ability to change direction quickly while the body is in motion.</li> <li>(f) transfers and supports body weight on upper body.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) reinforces motor skills through lead-up games, partner, and group practice.</li> <li>(b) provides examples of a variety of movement patterns and guides students through developing a routine.</li> <li>(c) provides opportunities for the students to practice and refine jumping and landing skills in applied situations.</li> <li>(d) reviews individual short-rope skills and guides students through developing a routine with appropriate practice time.</li> <li>(e) provides opportunities through lead-up activities that incorporate changing directions quickly.</li> <li>(f) provides a variety of opportunities to develop upper-body strength and endurance through low organized games and fitness activities (e.g., push-ups, handstand, cartwheel, traversing a rock wall).</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 5**

**Content Standard:** Learning Concepts

**Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmark 1:** The student will apply knowledge to improve skill development.

Grades 3-5 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) demonstrates knowledge of key elements related to throw, catch, kick, volley, dribble with hands, dribble with feet, and strike.</li> <li>(b) explains the necessity of transferring weight from the back to the front leg during any action that propels an object forward.</li> <li>(c) explains how appropriate practice improves performance.</li> <li>(d) designs a new game, including rules.</li> <li>(e) identifies physical and psychological benefits that result from long term participation in physical activity.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides and assesses verbal and/or written cues associated with the movement concept.</li> <li>(b) uses a progression of the specific skill to show and reinforce the improvement that weight transfer has on the outcome of the action.</li> <li>(c) instructs and reinforces the importance of practicing skills correctly.</li> <li>(d) provides the students with parameters and allows opportunities for them to create their game.</li> <li>(e) offers examples of the benefits of a physically active lifestyle.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 5**

**Content Standard:** Active Participation

**Standard 3:** The student participates regularly in physical activity.

**Benchmark 1:** The student will participate in a wide variety of physical activities at moderate to vigorous levels both in school and in the community.

Grades 3-5 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) identifies at least one activity for participation on a regular basis outside of physical education class.</li> <li>(b) recognizes the opportunities for physical activity in the community.</li> <li>(c) maintains a physical activity log documenting activity date.</li> <li>(d) accumulates at least 60-minutes of moderate to vigorous physical activity outside of physical education class on most days of the week.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) gives examples of a variety of out-of-school activities in which students may engage.</li> <li>(b) encourages the use of community resources for the improvement of physical skills.</li> <li>(c) provides an example of how to record physical activity and monitor student progress.</li> <li>(d) suggests recess and free-time activities and encourages the use of community resources to promote physical activity outside of physical education.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 5**

**Content Standard:** Physical Fitness

**Standard 4:** The student achieves and maintains a health-enhancing level of physical fitness.

**Benchmark 1:** The student will understand the components of physical fitness and work to achieve increased levels of fitness.

Grades 3-5 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) participates in selected activities that develop and maintain each component of physical fitness.</li> <li>(b) understands the importance of being active within the target heart zone.</li> <li>(c) monitors heart rate during aerobic activity.</li> <li>(d) meets the specific health related fitness standards.</li> <li>(e) identifies strengths and weaknesses based upon the results of health related fitness assessment.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides a variety of activities that involve muscular strength, muscular endurance, flexibility, and cardiovascular endurance.</li> <li>(b) introduces taking pulse, target heart zone and perceived exertion, and instructs on the health-related benefits of exercising in the target heart rate zone.</li> <li>(c) plans activities with maximum participation that achieve moderate to vigorous activity levels.</li> <li>(d) provides opportunities for practice of health related fitness components through lead up games, individual, partner, and group activities.</li> <li>(e) assesses and reports the student's level of fitness to both the student and parent(s).</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 5**

**Content Standard:** Personal and Social Behavior

**Standard 5:** The student exhibits responsible personal and social behavior that respects self and others in physical activity setting.

**Benchmark 1:** The student will exhibit responsible personal and social behavior while working in diverse groups.

Grades 3-5 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) cooperates with all class members by taking turns and sharing equipment.</li> <li>(b) accepts the teacher's decision without displaying negative reactions.</li> <li>(c) assesses and takes responsibility for behavior choices without blaming others.</li> <li>(d) recognizes and appreciates similar and different skill abilities of peers.</li> <li>(e) encourages others regularly and refrains from derogatory statements.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) demonstrates appropriate procedures for changing partners, distribution of equipment, respecting of others, and general conduct.</li> <li>(b) reinforces stated expectations through activities that encourage sportsmanship, respect, and acceptance for other's ideas and decisions.</li> <li>(c) provides activities and experiences for students to learn appropriate behavior reactions in the learning environment and provides tools for assessment of these reactions (e.g., Hellison Model, Oops/Daisy).</li> <li>(d) provides activities for the inclusion of all students.</li> <li>(e) promotes a positive atmosphere and fosters high expectations for peer encouragement.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 5**

**Content Standard:** Activity Appreciation

**Standard 6:** The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark 1:** The student will value physical activity and recognize its impact on skill-improvement and health.

Grades 3-5 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) identifies positive feelings associated with participation in physical activities.</li> <li>(b) recognizes the impact of physical activity on health.</li> <li>(c) displays persistence in learning new motor skills.</li> <li>(d) recognizes the impact of practice on skill improvement.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides opportunities for self-expression and the sharing of joy of movement.</li> <li>(b) offers examples of the benefits of a physically active lifestyle.</li> <li>(c) uses appropriate progressions to challenge students to continually improve skill levels.</li> <li>(d) provides appropriate pre- and post-assessment, as well as opportunities for practice for personal skill improvement.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	



**By the end of Grade 8**

**Content Standard:** Motor Skills

**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Benchmark 1:** The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

Grades 6-8 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) uses basic offensive and defensive strategies in modified net games and invasive games.</li> <li>(b) performs a variety of simple folk, square, and creative dances.</li> <li>(c) designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.</li> <li>(d) demonstrates competency while participating in modified versions of team and individual sports.</li> <li>(e) explores introductory outdoor pursuit skills.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) introduces initial strategies of identifying an opponent's court position (tennis, badminton, soccer, basketball, etc.).</li> <li>(b) provides expanded opportunities for group and individual rhythmic expression.</li> <li>(c) provides parameters for student created routines.</li> <li>(d) provides a variety of lead-up games that require the use of basic rules, skills, and cooperation.</li> <li>(e) introduces initial skills in a variety of outdoor activities (e.g., rock climbing, cycling, map reading).</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 8**

**Content Standard:** Learning Concepts

**Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmark 1:** The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

Grades 6-8 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) identifies similarities in body position in various team sports.</li> <li>(b) detects and corrects errors in personal performance.</li> <li>(c) explains at least two game tactics involved in playing a team sport.</li> <li>(d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) asks students to provide examples of sports and skills where the body positions are similar.</li> <li>(b) provides a skills checklist to students as feedback to reinforce correct technique.</li> <li>(c) asks the student to describe and/or demonstrate game strategies.</li> <li>(d) provides the opportunity for students to create a game which incorporates skills, strategies, fair play, and inclusion.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 8**

**Content Standard:** Active Participation

**Standard 3:** The student participates regularly in physical activity.

**Benchmark 1:** The student will regularly participate in moderate to vigorous levels of physical activity.

Grades 6-8 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) participates in physical activities both during and outside of school for the purpose of improving skill and health.</li> <li>(b) sets realistic, measurable, and attainable goals for participation in activities of own choosing.</li> <li>(c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.</li> <li>(d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.</li> <li>(e) logs a specified number of steps during the day using pedometers.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides a list of suggested activities that can be performed during recess, lunch, and/or after school.</li> <li>(b) provides an opportunity for students to select a partner and discuss activity goals.</li> <li>(c) creates a calendar in which the students log their activities.</li> <li>(d) asks the students to write a brief summary about their activity log, in which the students analyze progress toward personal goals.</li> <li>(e) provides motivational challenges to log pedometer readings.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 8**

**Content Standard:** Physical Fitness

**Standard 4:** The student achieves and maintains a health-enhancing level of physical fitness.

**Benchmark 1:** The student will develop high levels of basic physical fitness.

Grades 6-8 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) participates in activities designed to improve or maintain the health related fitness components.</li> <li>(b) understands the importance of staying within the target heart rate (THR) zone while participating in games and activities.</li> <li>(c) self-assesses heart rate before, during, and after vigorous physical activity.</li> <li>(d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.</li> <li>(e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides the opportunity for participation in games/activities that incorporate cardiovascular endurance, flexibility, body composition, muscular strength, and muscular endurance in and out of school.</li> <li>(b) asks the students to analyze the benefits of exercising within the THR verses exercising below the THR.</li> <li>(c) provides methods for documenting heart monitor readings/heart rate checks.</li> <li>(d) provides activities and games designed to enhance personal fitness levels of students which incorporate the principles of frequency, intensity, and time.</li> <li>(e) provides fitness activities that allow for continuous movement and increased heart rate.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 8**

**Content Standard:** Personal and Social Behavior

**Standard 5:** The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark 1:** The student will exhibit responsible personal and social behavior while working in diverse groups.

Grades 6-8 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) makes responsible decisions about using time, applying rules, and following through with the decisions made.</li> <li>(b) remains on-task without close teacher monitoring.</li> <li>(c) demonstrates concern for safety of self and others during games and activities.</li> <li>(d) considers the consequences of choices when confronted with negative peer pressures.</li> <li>(e) plays within the rules of the game or activity and shows self-control by accepting a controversial decision.</li> <li>(f) resolves conflict with a sensitivity to the rights and feelings of others.</li> <li>(g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides a rubric in which students self-assess time-on-task, respect, and self-responsibility.</li> <li>(b) provides the opportunity for student self-evaluation or peer evaluation.</li> <li>(c) creates a checklist for self-assessment dealing with safety of self and others.</li> <li>(d) provides the opportunity for group discussion dealing with peer pressure and its consequences.</li> <li>(e) provides clear and simple rules for participation and establishes consequences for misbehavior.</li> <li>(f) provides the opportunity for students to respond to specific scenarios dealing with basic conflict resolutions.</li> <li>(g) provides a wide variety of activities that allow students to practice with others.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 8**

**Content Standard:** Activity Appreciation

**Standard 6:** The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark 1:** The student will value physical activity and recognize its impact on skill improvement and health.

Grades 6-8 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) recognizes physical activity as a positive opportunity for social and group interaction.</li> <li>(b) appreciates the creative aspects of skilled performance in others and self.</li> <li>(c) respects the physical and performance limitations of self and others.</li> <li>(d) analyzes selected physical experiences for social, emotional, and health benefits.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) encourages and promotes students to interact through team building and group activities.</li> <li>(b) provides the opportunity for students to praise and encourage one another.</li> <li>(c) reinforces stated expectations dealing with the acceptance of students' performance limitations.</li> <li>(d) provides information which informs students on the benefits of physical activity.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

By the end of Grade 12

**Content Standard:** Motor Skills**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**Benchmark 1:** The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

Grades 9-12 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.</li> <li>(b) uses a variety of skills appropriately within a game situation.</li> <li>(c) selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.</li> <li>(d) demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides expanded opportunities for advanced movement patterns.</li> <li>(b) provides various games to display the students' physical skills.</li> <li>(c) provides various offensive and defensive movement patterns as well as team strategies.</li> <li>(d) provides a variety of opportunities to demonstrate the use of a compass and map reading skills during orienteering activities.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
Teacher Notes:	

**By the end of Grade 12**

**Content Standard:** Learning Concepts

**Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmark 1:** The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

Grades 9-12 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) develops an appropriate conditioning program for a self-selected game and activity for lifetime engagement.</li> <li>(b) explains appropriate tactical decisions in a game situation.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) asks students to design a two-week personal fitness plan that incorporates a variety of lifelong activities such as aerobics, walking, jogging, and/or roller-blading.</li> <li>(b) asks the students to apply, analyze, and evaluate the game strategies used in a performance.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	



**By the end of Grade 12**

**Content Standard:** Active Participation

**Standard 3:** The student participates regularly in physical activity.

**Benchmark 1:** The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

Grades 9-12 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.</li> <li>(b) accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.</li> <li>(c) monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.</li> <li>(d) understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides various activities that allow the students to participate in an appropriate physical activity 30-60 minutes per day, 3-5 times per week.</li> <li>(b) provides a physical activity calendar for student documentation of activity for 30-60 minutes per day, 3-5 times per week.</li> <li>(c) asks the students to document the steps acquired during the provided activities on a personal step log (e.g., index card, spreadsheet).</li> <li>(d) asks the students to estimate the difference of an appropriate target heart rate of a 15-year-old in comparison to a 30-year-old.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 12**

**Content Standard:** Physical Fitness

**Standard 4:** The student achieves and maintains a health-enhancing level of physical fitness.

**Benchmark 1:** The student will take an active role in developing and maintaining appropriate personal fitness.

Grades 9-12 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.</li> <li>(b) develops realistic short-term and long-term personal fitness goals.</li> <li>(c) assesses, interprets, and applies the health-related fitness components to personal physical fitness status.</li> <li>(d) designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.</li> <li>(e) participates in a variety of physical activities appropriate for enhancing physical fitness.</li> <li>(f) plans a summer personal conditioning program.</li> <li>(g) explains the impact of participation in selected sports and activities on various components of fitness.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides the students with testing opportunities for the health-related fitness components and appropriate activities that allow for participation in overloading, frequency, intensity, and time of those components.</li> <li>(b) asks students to expand, implement, and/or modify their personal fitness plan to include examples of frequency, intensity, and time (FIT).</li> <li>(c) provides a prepared fitness plan for each student to modify the activities, frequency, intensity, or time to an appropriate level (e.g., 20 minute walk, 3 times per week at the appropriate THR).</li> <li>(d) provides the opportunity for the students to create daily physical activity log (e.g., date, time, activity level, THR).</li> <li>(e) provides students with opportunities to participate in lifetime fitness activities at the appropriate THR for 30-60 minutes per day, 3-5 times per week (e.g., tennis, soccer, circuit training).</li> <li>(f) asks for an example of an eight-week personal fitness plan that incorporates appropriate warm-up, flexibility, muscular strength, muscular endurance, body composition, cardiovascular fitness, and cool-down activities.</li> </ul>

(g) asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength).

*(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)*

Teacher Notes:

**By the end of Grade 12**

**Content Standard:** Personal and Social Behavior

**Standard 5:** The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark 1:** The student will display independent, responsible behavior during physical activity.

Grades 9-12 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) participates successfully in a cooperative learning group in a variety of physical activity settings.</li> <li>(b) invites less skilled students to participate in physical activity.</li> <li>(c) encourages others to apply appropriate etiquette in all physical activity settings.</li> <li>(d) provides appropriate support for a teammate in a team activity.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides a variety of fitness activities that promote interaction between team members.</li> <li>(b) provides an environment that encourages peer interaction between various skill levels.</li> <li>(c) provides the opportunity for students to act appropriately in a school or community physical activity setting.</li> <li>(d) establishes appropriate behavior expectations, including methods of encouraging others.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**By the end of Grade 12**

**Content Standard:** Activity Appreciation

**Standard 6:** The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark 1:** The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

Grades 9-12 Indicators	Instructional Examples
<p>The student</p> <ul style="list-style-type: none"> <li>(a) displays persistence in learning new physical activities.</li> <li>(b) differentiates between intrinsic and extrinsic reasons for participating in physical activity.</li> <li>(c) integrates physical activity meaningfully into daily life.</li> <li>(d) reflects on reasons for choosing to participate in selected physical activities.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>(a) provides expanded opportunities for student participation in a variety of activities.</li> <li>(b) asks students to reflect on reasons for activity participation.</li> <li>(c) asks the students to create a project that analyzes the integration of how they incorporate physical activity in daily life (e.g., pedometer use for one day).</li> <li>(d) provides the opportunity for students to identify and discuss reasons for physical activity.</li> </ul> <p><i>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Some suggested activities for Pre-K and Kindergarten**

Fundamental movement skills  
 Low organized games  
 Open play activities with equipment  
 Basic rhythmic activities  
 Games to develop listening skills  
 Spatial and body awareness activities  
 Ball, balloon, and beanbag activities  
 Body part identification activities

**Some suggested activities for Grades 1 and 2**

Fundamental movement skills  
 Low organized games  
 Open play activities with equipment  
 Fitness activities  
 Basic rhythmic activities  
 Games to develop listening skills  
 Spatial and body awareness activities  
 Body part identification activities  
 Partner activities that require cooperation and social skills  
 Creative movement/self-expression activities  
 Basic tumbling skills  
 Basic jump rope patterns

**Some suggested activities for Grades 3, 4, and 5**

Fundamental movement skills and patterns  
 Low organized and lead-up games  
 Manipulative skills of throwing, catching, dribbling, kicking, and striking  
 Rhythmic activities and dances  
 Games to develop social skills  
 Fitness activities  
 Outdoor activities  
 Partner activities that require cooperation and peer respect  
 Creative movement/self-expression activities  
 Basic tumbling skills  
 Games with health related fitness themes  
 Small team activities  
 Jump rope patterns

**Some suggested activities for Grades 6, 7, and 8**

Sport skills and related games  
 Lead-up games  
 Fitness activities (aerobics, jogging, rollerblading)  
 Rhythmic and creative activities and dances  
 Outdoor activities (map reading, hiking, basic compass reading)  
 Partner and team activities that require cooperation and peer respect  
 Racket skills (tennis, badminton, eclipse ball, pickleball)  
 Personal defense activities  
 Tumbling skills  
 Games with health related fitness themes  
 Small team activities (volleyball, football, soccer, basketball, floor hockey)

**Some suggested activities for High School**

Sport skills and related games  
 Strength and conditioning activities  
 Fitness activities (aerobics, jogging/walking, rollerblading)  
 Creative and social dances  
 Outdoor activities (orienteeing, hiking, cycling)  
 Partner and team activities that require cooperation and peer respect  
 Racket skills (tennis, badminton, eclipse ball, racquetball)  
 Personal defense activities  
 Swimming skills  
 Lifetime activities (fencing, golf, bocce)  
 Small team activities (volleyball, football, soccer, basketball, lacrosse, softball, team handball, ultimate frisbee)

## **GLOSSARY**

**Aerobic exercise:** Long duration exercise that relies on the presence of oxygen for production of energy.

**Anaerobic exercise:** Short duration exercise completed without the aid of oxygen.

**Dynamic balance:** Maintenance of equilibrium while performing movement tasks.

**Fundamental movement skills:** Movement skills consist of three motion areas. These are locomotor movement, non-locomotor movement, and manipulative skills.

**Healthy lifestyle:** Patterns of living including proper diet, adequate exercise, and appropriate rest.

**Lead-up games:** Games that have been modified from a standard game into a simpler form.

**Locomotor movement:** Skills that move the body from one place to another. The eight locomotor skills are walking, running, jumping, hopping, leaping, galloping, sliding, and skipping.

**Low organized games:** Games with few rules, require little equipment, and may be varied in many ways.

**Manipulative skills:** Skills such as catching, throwing, kicking, striking which are complex in nature and develop progressive stages.

**Mature skills:** Skills which are appropriate for advanced developmental stages.

**Non-locomotor skills:** Movements such as bending, twisting, raising, landing, dodging, and stretching that are performed in place or around an axis of the body.

**Static balance:** Maintenance of equilibrium while the center of gravity remains stationary.

**Target heart rate:** The theoretical heart rate level during exercise which serves as the threshold for fitness gains.