

WEST VIRGINIA  
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE WEST VIRGINIA  
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE  
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Const., Article XII, §2, W. Va. Code §§18-2-5, 18-2-7a and 18-9A-22

RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education  
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO \_\_\_\_\_

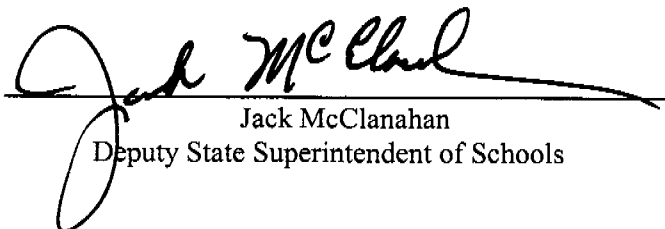
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44F

TITLE OF RULE BEING AMENDED: Physical Education Content Standards and  
Objectives for West Virginia Schools (2520.6)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS November 12, 2005.

  
Jack McClanahan  
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY  
FOR  
WEST VIRGINIA BOARD OF EDUCATION POLICY**

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**Policy Number and Title:** Policy 2520.6 Physical Education Content Standards and Objectives for West Virginia Schools.

**Background:**

- Policy 2520.6 defines the Content Standards and Objectives for Physical Education as required by Policy 2510 and establishes a standardized format for such.
- The Legislature amended W. Va. Code §18-2-7a, by House Bill 2816, to allow the State Board to prescribe a fitness testing program in grades four through eight and the required high school physical education course.
- Legislative amendments shall be effective beginning July 9, 2005.

**Major Revisions or Reasons for New Policy:**

- Fitness test requirements have been deleted from standards for kindergarten through grade three and standards in grades four through eight and high school have been revised to require the FITNESSGRAM® physical fitness test.

**Impact:**

- The proposed revisions allow the State Board to select an appropriate fitness test and eliminate unnecessary testing in grades K-3 thereby allowing early elementary physical education programs to focus on motor skill development.
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**Response to Comments:**

- One comment was received from a physical education teacher during the comment period regarding teachers being provided training or updates on administering the FITNESSGRAM. Training and materials are being provided through County and RESA staff development offerings at Department of Education expense. No changes to the policy are recommended as a result of the comment received.

126CSR44F

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TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

2005 OCT 13 P 2:11

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

SERIES 44F  
PHYSICAL EDUCATION CONTENT STANDARDS AND OBJECTIVES  
FOR WEST VIRGINIA SCHOOLS (2520.6)

**§126-44F-1. General.**

1.1. Scope. W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.6 defines the content standards (or instructional goals) and objectives for physical education as required by Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5, §18-2-7a and §18-9A-22.

1.3. Filing Date. - October 13, 2005.

1.4. Effective Date. - November 12, 2005.

1.5. Repeal of Former Rule This legislative rule amends W. Va. 126CSR44F, West Virginia Board of Education Policy 2520.6, "Physical Education Content Standards and Objectives for West Virginia Schools," filed May 8, 2003 and effective July 1, 2003.

**§126-44F-2. Purpose.**

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in physical education.

**§126-44F-3. Incorporation by Reference.**

3.1. A copy of the Physical Education Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Student Services and Health Promotion.

**§126-44F-4. Summary of the Content Standards and Objectives.**

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document include content standards for K-12 physical education, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

## **Foreword**

**The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.6: Physical Education Content Standards and Objectives for West Virginia Schools.**

**Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.**

**West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.**

**A primary change in Policy 2520.6 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there — curriculum committees worked very hard to consolidate, delete, sequence, and clarify them as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.**

**Another change is the addition of performance descriptors. Performance descriptors answer the question “How well does the student perform on the content standards at any given grade level?” (See “Explanation of Terms” section for further discussion of this topic.)**

**The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.**

**Steven L. Paine  
State Superintendent of Schools**

## Explanation of Terms

**Content Standards** are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

**Objectives** are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

**Performance Descriptors** describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

**Performance Descriptors** serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

### Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., PE for Physical Education);
- The letter S, for Standard; and
- The standard number.

Illustration: PE.S.1 refers to Physical Education content standard #1.

### **Numbering of Objectives**

The number of each objective is composed of four parts, each part separated by a period:

- The content area code or course code;
- The grade level (an exception is high school physical education, which uses PE for the grade designation);
- The number of the content standard addressed; and
- The objective number.

Illustration: PE.6.2.3 refers to a Physical Education sixth grade objective that addresses standard #2 in Physical Education and that is the third objective listed under that standard.

### **Numbering of Performance Descriptors**

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: PE.PD.8.2 refers to Physical Education performance descriptors for eighth grade, content standard 2.

### **Unique Electronic Numbers (UENs)**

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.6 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.6 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.6 is approved by the State Board of Education

The prefix for the UENs for each content area in Policy 2520.6 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.6 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for fifth grade physical education, standard #2 will be "200304.PE.PD.5.2".

## **Abbreviations**

### **Content Area**

PE	Physical Education
CFS	Conditioning, Fitness and Strength Training
LPA	Lifetime Physical Activities
OA	Outdoor Adventure

### **Other Abbreviations**

PD	Performance Descriptors
S	Standard (Content Standard)

## **PHYSICAL EDUCATION – POLICY 2520.6**

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

### **Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

### **Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

### **Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

### **Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

## **Kindergarten Physical Education Content Standards and Objectives**

The kindergarten physical education program focuses on the development of motor skills and movement concepts and introduction of physical activity for enjoyment and health. Motor skills include locomotor skills (e.g., run, hop, gallop, slide, jump, etc.) and non-locomotor skills (e.g., bend, stretch, balance, transferring weight, etc.). Movement concepts include space awareness (e.g., levels, locations, pathways directions, etc.), body awareness and relationships with an object or person. Experiencing movement is critical to future learning.

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

### **Movement Forms Objectives**

Students will:

- PE.K.1.1 perform locomotor movements of run, hop, jump, gallop, and slide.
- PE.K.1.2 make wide, narrow, round, and twisted body shapes.
- PE.K.1.3 move body at high, medium, and low levels.
- PE.K.1.4 transfer weight to the hands.
- PE.K.1.5 balance on different body parts.
- PE.K.1.6 travel in straight, curved, and zigzag pathways.
- PE.K.1.7 travel to the beat of even and uneven rhythms (e.g., marching).
- PE.K.1.8 engage in movements that promote cross lateral development.

## **Performance Descriptors (PE.PD.K.1)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. Kindergarten students performing at the distinguished level will serve as a model for others while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms (e.g., marching); and engaging in movements that promote cross lateral development.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. Kindergarten students performing at the above mastery level will use proper technique while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms (e.g., marching); and engaging in movements that promote cross lateral development.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. Kindergarten students performing at the mastery level will use at least two elements of proper technique while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms (e.g., marching); and engaging in movements that promote cross lateral development.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. Kindergarten students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms (e.g., marching); and engaging in movements that promote cross lateral development.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. Kindergarten students performing at the novice level will use at least one element of proper technique and need assistance while performing: locomotor movements of running, hopping, jumping, galloping, and sliding; making wide, narrow, round, and twisted body shapes; moving body at high, medium, and low levels; transferring weight to the hands; balancing on different body parts; traveling in straight, curved, and zigzag pathways; traveling to the beat of even and uneven rhythms (e.g., marching); and engaging in movements that promote cross lateral development.

## **Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

### **Development of Motor Skills Objectives**

Students will:

PE.K.2.1 distinguish between a run, hop, jump, gallop, and slide.

- PE.K.2.2 recognize basic movement concepts of personal and general space.  
PE.K.2.3 identify one's relationship (e.g., in, out, over, under, and through) with an object or a person.

### **Performance Descriptors (PE.PD.K.2)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. Kindergarten students performing at the distinguished level will serve as a model for others while: distinguishing between a run, hop, jump, gallop, and slide; recognizing basic movement concepts of personal and general space; identifying one's relationship (e.g., in, out, over, under, and through) with an object or a person.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. Kindergarten students performing at the above mastery level will analyze and: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship (e.g., in, out, over, under, and through) with an object or a person.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. Kindergarten students performing at the mastery level will: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship (e.g., in, out, over, under, and through) with an object or a person.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. Kindergarten students performing at the partial mastery level will need encouragement to: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship (e.g., in, out, over, under, and through) with an object or a person.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. Kindergarten students performing at the novice level will need assistance to: distinguish between a run, hop, jump, gallop, and slide; recognize basic movement concepts of personal and general space; identify one's relationship (e.g., in, out, over, under, and through) with an object or a person.

### **Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

### **Physical Activity Objectives**

Students will:

- PE.K.3.1 participate in physical activity in addition to physical education class.  
PE.K.3.2 attempt to perform new movement activities and skills.

### **Performance Descriptors (PE.PD.K.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. Kindergarten students performing at the distinguished level will consistently exhibit (at least five days per week) participation in physical activity in addition to physical education class and consistently attempt to perform new movement activities and skills.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. Kindergarten students performing at the above mastery level will exhibit regular (three to five days per week) participation in physical activity in addition to physical education class and regularly attempt to perform new movement activities and skills.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. Kindergarten students performing at the mastery level will exhibit (at least three days per week) participation in physical activity in addition to physical education class and attempt to perform new movement activities and skills.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in physical activity. Performance needs further development. Kindergarten students performing at the partial mastery level need encouragement and guidance in order to exhibit (at least two days per week) participation in physical activity in addition to physical education class and attempt to perform new movement activities and skills.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. Kindergarten students performing at the novice level need assistance in order to exhibit (at least one day per week) participation in physical activity in addition to physical education class and attempt to perform new movement activities and skills.

### **Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

#### **Physical Fitness Objectives**

PE.K.4.1 identify the physiological signs of physical activity (e.g., increased heart rate, faster breathing, sweating).

PE.K.4.2 participate in activities that measure and improve fitness (e.g., sit and reach).

### **Performance Descriptors (PE.PD.K.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. Kindergarten students performing at the distinguished level will model for others the identification of the physiological signs of physical activity (e.g., increased heart rate, faster breathing, sweating) and participation in activities that measure and improve fitness (e.g., sit and reach).

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. Kindergarten students performing at the above mastery level will identify and analyze the physiological signs of physical activity (e.g., increased heart rate, faster breathing, sweating) and participation in activities that measure and improve fitness (e.g., sit and reach).

- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. Kindergarten students performing at the mastery level will identify the physiological signs of physical activity (e.g., increased heart rate, faster breathing, sweating) and participation in activities that measure and improve fitness (e.g., sit and reach).
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. Kindergarten students performing at the partial mastery level will need encouragement and guidance in order to identify the physiological signs of physical activity (e.g., increased heart rate, faster breathing, sweating) and participation in activities that measure and improve fitness (e.g., sit and reach).
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. Kindergarten students performing at the novice level will need assistance in order to identify the physiological signs of physical activity (e.g., increased heart rate, faster breathing, sweating) and participation in activities that measure and improve fitness (e.g., sit and reach).

**Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

**Responsible Personal and Social Behavior Objectives**

Students will:

PE.K.5.1 follow established class rules, procedures, and safe practices with teacher reinforcement.

PE.K.5.2 respect the rights of others in physical activity settings.

**Performance Descriptors (PE.PD.K.5)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Kindergarten students performing at the distinguished level will recall, demonstrate, and serve as a model for others while following established class rules, procedures, and respecting the rights of others in physical activity settings.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Kindergarten students performing at the above mastery level will recall and demonstrate established class rules, procedures, and respect the rights of others in physical activity settings.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. Kindergarten students performing at the mastery level will follow established class rules, procedures, and safe practices with teacher reinforcement, and respect the rights of others in physical activity settings.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. Kindergarten students performing at the partial mastery level will need encouragement and guidance to follow established class rules, procedures, and safe practices with teacher reinforcement, and respect the rights of others in physical activity settings.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. Kindergarten students performing at the novice level will need assistance to follow established class rules, procedures, and safe practices with teacher reinforcement, and respect the rights of others in physical activity settings.

## **First Grade Physical Education Content Standards and Objectives**

The physical education program in first grade continues to develop motor skills and movement concepts that will enable the student to learn to enjoy physical activity and enhance future participation in recreational lifetime activities. Motor skills include locomotor skills (e.g., run, walk, skip, hop, jump, etc.), non-locomotor skills (e.g., bend, stretch, etc.), and manipulative skills (throw, catch, strike). Movement concepts include spatial awareness (e.g., location, direction, levels), body awareness (body recognition, etc.), effort (e.g., time, force, flow) and relationships (with objects and with others).

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

#### **Movement Forms Objectives**

Students will:

- PE.1.1.1 perform locomotor movements of skip and leap.
- PE.1.1.2 demonstrate directional movements of forward, backward, sideways, up, down, left, and right.
- PE.1.1.3 balance an object (e.g., ball on hand, book on head).
- PE.1.1.4 bounce and catch a ball.
- PE.1.1.5 combine locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low).
- PE.1.1.6 establish a beginning movement vocabulary for body and spatial awareness (e.g., body parts, general/self-space, directionality, and levels).
- PE.1.1.7 create expressive movement sequences.

### **Performance Descriptors (PE.PD.1.1)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. First grade students performing at the distinguished level will serve as a model for others while: performing locomotor movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object (e.g., ball on hand, book on head); bouncing and catching a ball; combining locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low); establishing a beginning movement vocabulary for body and spatial awareness (e.g., body parts, general/self-space, directionality, and levels); creating expressive movement sequences.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. First grade students performing at the above mastery level will use proper technique while: performing locomotor movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object (e.g., ball on hand, book on head); bouncing and catching a ball; combining locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low); establishing a beginning movement vocabulary for body and spatial awareness (e.g., body parts, general/self-space, directionality, and levels); creating expressive movement sequences.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. First grade students performing at the mastery level will use at least two elements of proper technique while: performing locomotor movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object (e.g., ball on hand, book on head); bouncing and catching a ball; combining locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low); establishing a beginning movement vocabulary for body and spatial awareness (e.g., body parts, general/self-space, directionality, and levels); creating expressive movement sequences.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. First grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while: performing locomotor movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object (e.g., ball on hand, book on head); bouncing and catching a ball; combining locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low); establishing a beginning movement vocabulary for body and spatial awareness (e.g., body parts, general/self-space, directionality, and levels); creating expressive movement sequences.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. First grade students performing at the novice level will use at least one element of proper technique and need assistance while: performing locomotor movements of skip and leap; demonstrating directional movements of forward, backward, sideways, up, down, left, and right; balancing an object (e.g., ball on hand, book on head); bouncing and catching a ball; combining locomotor skills with pathways (e.g., straight, zigzag, and curved) and levels (e.g., high, medium, and low); establishing a beginning movement vocabulary for body and spatial awareness (e.g., body parts, general/self-space, directionality, and levels); creating expressive movement sequences.

**Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

**Development of Motor Skills Objectives**

Students will:

PE.1.2.1 identify a skip and a leap.

PE.1.2.2 identify directional movements of forward, backward, sideways, up and down.

**Performance Descriptors (PE.PD.1.2)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. First grade students performing at the distinguished level will: serve as a model for others while identifying a skip and a leap; performing and identifying directional movements of forward, backward, sideways, up and down.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. First grade students performing at the above mastery level will: identify and analyze a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down; and encourage others.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. First grade students performing at the mastery level will: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. First grade students performing at the partial mastery level will need encouragement and guidance to: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. First grade students performing at the novice level will need assistance to: identify a skip and a leap; perform and identify directional movements of forward, backward, sideways, up and down.

**Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**Physical Activity Objectives**

Students will:

- PE.1.3.1 participate in physical activity in addition to physical education class.
- PE.1.3.2 identify appropriate physical activities for recess and outside of school.
- PE.1.3.3 attempt to perform new movement skills and activities.

**Performance Descriptors (PE.PD.1.3)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. First grade students performing at the distinguished level will participate and serve as a model for others while participating in physical activity in addition to physical education class, identifying appropriate physical activities for recess and outside of school, and attempting to perform new movement skills and activities.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. First grade students performing at the above mastery level will participate and encourage others to participate in physical activity in addition to physical education class, identify appropriate physical activities for recess and outside of school, and attempt to perform new movement skills and activities.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. First grade students performing at the mastery level will participate in physical activity in addition to physical education class, identify appropriate physical activities for recess and outside of school, and attempt to perform new movement skills and activities.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. First grade students performing at the partial mastery level will, with encouragement and guidance, participate in physical activity in addition to physical education class, identify appropriate physical activities for recess and outside of school, and attempt to perform new movement skills and activities.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. First grade students performing at the novice level will, with encouragement and assistance, participate in physical activity in addition to physical education class, identify appropriate physical activities for recess and outside of school, and attempt to perform new movement skills and activities.

#### **Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

#### **Physical Fitness Objectives**

Students will:

PE.1.4.1 distinguish between the physiological signs of physical activity and inactivity.

PE.1.4.2 participate in activities that measure and improve fitness (sit and reach, shuttle run, modified push-ups).

#### **Performance Descriptors (PE.PD.1.4)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. First grade students performing at the distinguished level will model for others the physiological signs of physical activity and inactivity and participation in activities that measure and improve fitness (sit and reach, shuttle run, modified push-ups).

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. First grade students performing at the above mastery level will identify and analyze the physiological signs of physical activity and inactivity and participate in activities that measure and improve fitness (sit and reach, shuttle run, modified push-ups).

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. First grade students performing at the mastery level will identify the physiological signs of physical activity and inactivity and participate in activities that measure and improve fitness (sit and reach, shuttle run, modified push-ups).

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. First grade students performing at the partial mastery level will need encouragement and guidance in order to distinguish between the physiological signs of physical activity and inactivity and participate in activities that measure and improve fitness (sit and reach, shuttle run, modified push-ups).

##### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. First grade students performing at the novice level will need assistance in order to distinguish between the physiological signs of physical activity and inactivity and participate in activities that measure and improve fitness (sit and reach, shuttle run, modified push-ups).

#### **Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

## **Responsible Personal and Social Behavior Objectives**

Students will:

- PE.1.5.1 apply established class rules, procedures, and safe practices with minimal teacher reinforcement.
- PE.1.5.2 demonstrate respect for the rights of others in physical activity settings.

### **Performance Descriptors (PE.PD.1.5)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. First grade students performing at the distinguished level will recall, demonstrate, and serve as a model for others while applying established class rules, procedures, and safe practices with minimal teacher reinforcement and will demonstrate respect for the rights of others in physical activity settings.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. First grade students performing at the above mastery level will apply established class rules, procedures, and safe practices with minimal teacher reinforcement and will demonstrate respect for the rights of others in physical activity settings.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. First grade students performing at the mastery level will apply established class rules, procedures, and safe practices with minimal teacher reinforcement and will demonstrate respect for the rights of others in physical activity settings.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. First grade students performing at the partial mastery level will need encouragement and guidance to apply established class rules, procedures, and safe practices with minimal teacher reinforcement and to demonstrate respect for the rights of others in physical activity settings.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. First grade students performing at the novice level will need assistance to apply established class rules, procedures, and safe practices with minimal teacher reinforcement and to demonstrate respect for the rights of others in physical activity settings.

## **Second Grade Physical Education Content Standards and Objectives**

The second grade physical education program continues to build on the development of motor skills and movement concepts from previous grades to further enhance enjoyment and proficiency. Students identify physical activities' role in lifetime health and wellness and are provided opportunities to experience these concepts. Motor skills include locomotor skills (e.g., run, walk, skip, hop, jump, etc.), non-locomotor skills (e.g., bend, stretch, etc.), and manipulative skills (throw, catch, strike). Movement concepts include spatial awareness (e.g., location, direction, levels), body awareness (body recognition, etc.), effort (time, force, flow) and relationships (with objects and with others).

## **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

### **Movement Forms Objectives**

Students will:

- PE.2.1.1 combine walking with hopping, jumping, galloping, sliding, and skipping.
- PE.2.1.2 jump and land in various combinations (e.g., one to same foot, one to the other foot, one to two feet, two to two feet, and two feet to one foot).
- PE.2.1.3 kick, throw, catch, and strike an object from a stationary position.
- PE.2.1.4 combine balance, transfer of weight, and rolling movements in a repeatable sequence.
- PE.2.1.5 perform dance sequences to music.

### **Performance Descriptors (PE.PD.2.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. Second grade students performing at the distinguished level will serve as a model for others while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations (e.g., one to same foot, one to the other foot, one to two feet, two to two feet, and two feet to one foot); kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. Second grade students performing at the above mastery level will use proper technique while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations (e.g., one to same foot, one to the other foot, one to two feet, two to two feet, and two feet to one foot); kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. Second grade students performing at the mastery level will use at least two elements of proper technique while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations (e.g., one to same foot, one to the other foot, one to two feet, two to two feet, and two feet to one foot); kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. Second grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations (e.g., one to same foot, one to the other foot, one to two feet, two to two feet, and two feet to one foot); kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. Second grade students performing at the novice level will use at least one element of proper technique and need assistance while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations (e.g., one to

same foot, one to the other foot, one to two feet, two to two feet, and two feet to one foot); kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.

## **Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

### **Development of Motor Skills Objectives**

Students will:

- PE.2.2.1 identify and demonstrate directional movements of left and right.
- PE.2.2.2 identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance).
- PE.2.2.3 use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.

### **Performance Descriptors (PE.PD.2.2)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. Second grade students performing at the distinguished level will serve as a model for others while: identifying and demonstrating directional movements of left and right; identifying one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance); using space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. Second grade students performing at the above mastery level will: identify, demonstrate, and assist others in directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance); use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. Second grade students performing at the mastery level will: identify and demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance); use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. Second grade students performing at the partial mastery level will need encouragement and guidance to: identify and demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance); use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. Second grade students performing at the novice level will need assistance to: identify and demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance); use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.

### **Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

#### **Physical Activity Objectives**

Students will:

- PE.2.3.1 participate in physical activity in addition to physical education class.
- PE.2.3.2 identify appropriate physical activities for recess and outside of school.
- PE.2.3.3 attempt to perform new movement skills and activities.
- PE.2.3.4 identify two physical activities that bring personal enjoyment.

#### **Performance Descriptors (PE.PD.2.3)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. Second grade students performing at the distinguished level will serve as a model for others while: participating in physical activity in addition to physical education class, identifying appropriate physical activities for recess and outside of school, attempting to perform new movement activities and skills, and identifying two physical activities that bring personal enjoyment.

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. Second grade students performing at the above mastery level will: participate and encourage others to participate in physical activity in addition to physical education class, identify appropriate physical activities for recess and outside of school, attempt to perform new movement activities and skills, and identify two physical activities that bring personal enjoyment.

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. Second grade students performing at the mastery level will: participate in physical activity in addition to physical education class, identify appropriate physical activities for recess and outside of school, attempt to perform new movement activities and skills, and identify two physical activities that bring personal enjoyment.

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. Second grade students performing at the partial mastery level will need encouragement and guidance to: participate in physical activity in addition to physical education class, identify appropriate physical activities for recess and outside of school, attempt to perform new movement activities and skills, and identify two physical activities that bring personal enjoyment.

##### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. Second grade students performing at the novice level will need encouragement and assistance to: participate in physical activity in addition to physical education class, identify appropriate physical activities for recess and outside of school, attempt to perform new movement activities and skills, and identify two physical activities that bring personal enjoyment.

### **Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

#### **Physical Fitness Objectives**

Students will:

- PE.2.4.1 identify the components associated with health-related fitness (e.g., strength, flexibility and body composition) and participate in activities to improve fitness.
- PE.2.4.2 explain the cardiovascular benefits of regular participation in physical activity.

#### **Performance Descriptors (PE.PD.2.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. Second grade students performing at the distinguished level will serve as a model for others when: identifying the components associated with health-related fitness (e.g., strength, flexibility and body composition), participating in activities to improve fitness, and explaining the cardiovascular benefits of regular participation in physical activity.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. Second grade students performing at the above mastery level will identify and analyze: the components associated with health-related fitness (e.g., strength, flexibility and body composition), participate in activities to improve fitness, and explain the cardiovascular benefits of regular participation in physical activity.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. Second grade students performing at the mastery level will: identify the components associated with health-related fitness (e.g., strength, flexibility and body composition), participate in activities to improve fitness, and explain the cardiovascular benefits of regular participation in physical activity.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. Second grade students performing at the partial mastery level will need encouragement and guidance to: identify the components associated with health-related fitness (e.g., strength, flexibility and body composition), participate in activities to improve fitness, and explain the cardiovascular benefits of regular participation in physical activity.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. Second grade students performing at the novice level will need assistance to: identify the components associated with health-related fitness (e.g., strength, flexibility and body composition), participate in activities to improve fitness, and explain the cardiovascular benefits of regular participation in physical activity.

#### **Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

#### **Responsible Personal and Social Behavior Objectives**

Students will:

PE.2.5.1 apply established class rules, procedures, and safe practices.

PE.2.5.2 work cooperatively with another to complete a task.

PE.2.5.2 demonstrate respectful behavior toward others in physical activity settings.

#### **Performance Descriptors (PE.PD.2.5)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Second grade students performing at the distinguished level will recall, demonstrate, and serve as a model for others while: applying established class rules, procedures, and safe practices; working cooperatively with another to complete a task; and demonstrating respectful behavior toward others in physical activity settings.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and

social behavior. Second grade students performing at the above mastery level will: recall, demonstrate and apply established class rules, procedures, and safe practices; work cooperatively with another to complete a task; and demonstrate respectful behavior toward others in physical activity settings.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. Second grade students performing at the mastery level will: apply established class rules, procedures, and safe practices; work cooperatively with another to complete a task; and demonstrate respectful behavior toward others in physical activity settings.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. Second grade students performing at the partial mastery level will need encouragement and guidance to: apply established class rules, procedures, and safe practices; work cooperatively with another to complete a task; and demonstrate respectful behavior toward others in physical activity settings.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. Second grade students performing at the novice level will need assistance to: apply established class rules, procedures, and safe practices; work cooperatively with another to complete a task; and demonstrate respectful behavior toward others in physical activity settings.

## **Third Grade Physical Education Content Standards and Objectives**

Physical education in grade three stresses the application of motor skills and movement. Proficiency in basic movement forms will lead to enjoyment in more complex skills and activities. Social skills and lifetime wellness principles promote continued participation in regular physical activity.

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

#### **Movement Forms Objectives**

Students will:

- PE.3.1.1 throw an object in an underhand and overhand method.
- PE.3.1.2 catch a moving object.
- PE.3.1.3 dribble a ball with hands from a stationary position.
- PE.3.1.4 kick to a target.
- PE.3.1.5 demonstrate directional movements of clockwise and counterclockwise.
- PE.3.1.6 jump to an established rhythm.
- PE.3.1.7 perform rhythmic sequences using equipment.
- PE.3.1.8 continuously strike an object (e.g., balloon with hand, ball with foot).

### **Performance Descriptors (PE.PD.3.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. Third grade students performing at the distinguished level will serve as a model for others while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object (e.g., balloon with hand, ball with foot).

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. Third grade students performing at the above mastery level will use proper technique while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object (e.g., balloon with hand, ball with foot).

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. Third grade students performing at the mastery level will use at least two elements of proper technique while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object (e.g., balloon with hand, ball with foot).

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. Third grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object (e.g., balloon with hand, ball with foot).

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. Third grade students performing at the novice level will use at least one element of proper technique and need assistance while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object (e.g., balloon with hand, ball with foot).

### **Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

### **Development of Motor Skills Objectives**

Students will:

- PE.3.2.1 identify one critical element or component of the kick, catch, throw, dribble with hands, jumping/landing and striking an object (e.g., use finger tips to dribble, use both hands when catching).

PE.3.2.2 use specific feedback to improve performance.

### **Performance Descriptors (PE.PD.3.2)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. Third grade students performing at the distinguished level will serve as a model for others while: identifying one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object (e.g., use finger tips to dribble, use both hands when catching), using specific feedback to improve performance.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. Third grade students performing at the above mastery level will: identify and assist others in identifying one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object (e.g., use finger tips to dribble, use both hands when catching), using specific feedback to improve performance.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. Third grade students performing at the mastery level will: identify one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object (e.g., use finger tips to dribble, use both hands when catching), use specific feedback to improve performance.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. Third grade students performing at the partial mastery level will need encouragement and guidance to: identify one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object (e.g., use finger tips to dribble, use both hands when catching), use specific feedback to improve performance.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. Third grade students performing at the novice level will need assistance to: identify one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object (e.g., use finger tips to dribble, use both hands when catching), use specific feedback to improve performance.

### **Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

### **Physical Activity Objectives**

Students will:

PE.3.3.1 participate in physical activity in addition to physical education class.

PE.3.3.2 identify physical activities that bring personal enjoyment.

### **Performance Descriptors (PE.PD.3.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. Third grade students performing at the distinguished level will participate in physical activity in addition to physical education class by taking advantage of physical activity opportunities during the school day (e.g., observed by teacher during recess, before and after school, during lunch, etc.) and identifying

and discussing or keeping a log of participation in five physical activities that bring personal enjoyment.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. Third grade students performing at the above mastery level will participate in physical activity in addition to physical education class by taking advantage of physical activity opportunities during the school day (e.g., observed by teacher during recess, before and after school, during lunch, etc.) and identifying four physical activities that bring personal enjoyment.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. Third grade students performing at the mastery level will identify physical activity opportunities available in school in addition to physical education class (recess, playgrounds, etc.) and identify three physical activities that bring personal enjoyment.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. Third grade students performing at the partial mastery level will need encouragement and guidance to: participate in physical activity in addition to physical education class and identify two physical activities that bring personal enjoyment.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. Third grade students performing at the novice level will need encouragement and assistance to: participate in physical activity in addition to physical education class and identify one physical activity that brings personal enjoyment.

**Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

**Physical Fitness Objectives**

Students will:

- PE.3.4.1 meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM).
- PE.3.4.2 distinguish between physical activities that are moderate to vigorous in intensity.
- PE.3.4.3 demonstrate a procedure for monitoring heart rate.
- PE.3.4.4 recognize categories of the Physical Activity Pyramid.
- PE.3.4.5 identify the health benefits of physical activity.

**Performance Descriptors (PE.PD.3.4)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. Third grade students performing at the distinguished level will exceed the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); compare physical activities that are moderate to vigorous in intensity; model for others a procedure for monitoring heart rate; analyze the Physical Activity Pyramid; analyze the health benefits of physical activity.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. Third grade students performing at the above mastery level will meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); describe physical activities that are moderate to vigorous in intensity; identify and practice a procedure for monitoring heart rate; demonstrate understanding of the Physical Activity Pyramid; identify and define the health benefits of physical activity.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. Third grade students performing at the mastery level will meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM); identify physical activities that are moderate to vigorous in intensity; identify a procedure for monitoring heart rate; recognize the Physical Activity Pyramid; identify the health benefits of physical activity.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. Third grade students performing at the partial mastery level will need encouragement and guidance to meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least four categories; identify physical activities that are moderate to vigorous in intensity; identify a procedure for monitoring heart rate; recognize the Physical Activity Pyramid; identify the health benefits of physical activity.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. Third grade students performing at the novice level will need assistance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least three categories; identify physical activities that are moderate to vigorous in intensity; identify a procedure for monitoring heart rate; recognize the Physical Activity Pyramid; identify the health benefits of physical activity.

**Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

**Responsible Personal and Social Behavior Objectives**

Students will:

- PE.3.5.1 respond appropriately in physical activity settings (follow rules and procedures, display good sportsmanship).
- PE.3.5.2 work independently and on a task for short periods of time.

**Performance Descriptors (PE.PD.3.5)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Third grade students performing at the distinguished level will: recall, demonstrate, and instruct other students on rules and safety practices appropriate for physical activity settings; perform a task independently or lead a task in a group setting.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Third grade students performing at the above mastery level will: recall rules and demonstrate safety practices in appropriate physical activity settings; perform a task in an independent and a group setting.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. Third grade students performing at the mastery level will: recognize rules and safety practices in appropriate physical activity settings; perform a task in an independent or group setting.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. Third grade students performing at the partial mastery level will need encouragement and guidance to: respond appropriately in physical activity settings (follow rules and

procedures, display good sportsmanship), work independently and on a task for short periods of time.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. Third grade students performing at the novice level will need assistance to: respond appropriately in physical activity settings (follow rules and procedures, display good sportsmanship), work independently and on a task for short periods of time.

## **Fourth Grade Physical Education Content Standards and Objectives**

**Advancements in proficiency of motor skills and movement concepts allow greater exploration of lifetime physical activities. Fourth grade incorporates vigorous activity to enhance physical development, social skills, and fosters participation in enjoyable physical activity outside the classroom.**

**Note:** In accordance with W.Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

#### **Movement Forms Objectives**

Students will:

- PE.4.1.1 while moving, dribble and kick an object.
- PE.4.1.2 continuously strike an object using a racquet.
- PE.4.1.3 strike an object using long-handled implements (e.g., bats, clubs, sticks).
- PE.4.1.4 combine traveling, balancing, and rolling actions with a change in level, direction or speed.
- PE.4.1.5 jump a single rope continuously.
- PE.4.1.6 demonstrate strategies for chasing, fleeing, and evading.
- PE.4.1.7 perform simple sequences in time to music.

### **Performance Descriptors (PE.PD.4.1)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. Fourth grade students performing at the distinguished level will model for others the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike an object using long-handled implements (e.g., bats, clubs, sticks); combine traveling, balancing, and rolling actions with a change in level, direction, or speed; and apply strategies for chasing, fleeing, and evading. Fourth grade students performing at the distinguished level will jump a single rope continuously for at least one minute, and perform simple sequences in time to music using at least three movement types (e.g., clap hands, hop, kick).

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. Fourth grade students performing at the above mastery level will use at least two of the elements of proper technique while performing the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike an object using long-handled implements (e.g., bats, clubs, sticks); combine traveling, balancing, and rolling actions with a change in level, direction, or speed; and demonstrate strategies for chasing, fleeing, and evading. Fourth grade students performing at

the above mastery level will jump a single rope continuously for at least thirty seconds, and perform simple sequences in time to music using at least two movement types (e.g., clap hands, hop, kick).

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. Fourth grade students performing at the mastery level will use at least one of the elements of proper technique while performing the following skills: dribble and kick an object while moving; continuously strike an object using racquets; strike an object using long-handled implements (e.g., bats, clubs, sticks); combine traveling, balancing, and rolling actions with a change in level, direction, or speed; and use strategies for chasing, fleeing, and evading. Fourth grade students performing at the mastery level will jump a single rope continuously for at least fifteen seconds, and perform simple sequences in time to music using at least one movement type (e.g., clap hands, hop, kick).

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. Fourth grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance to: dribble and kick an object while moving; continuously strike an object using racquets; strike an object using long-handled implements (e.g., bats, clubs, sticks); combine traveling, balancing, and rolling actions with a change in level, direction, or speed; and use strategies for chasing, fleeing, and evading. Fourth grade students performing at the partial mastery level will jump a single rope continuously for at least fifteen seconds, and perform simple sequences in time to music using at least one movement type (e.g., clap hands, hop, kick).

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. Fourth grade students performing at the novice level will use at least one element of proper technique and need assistance to: dribble and kick an object while moving; continuously strike an object using racquets; strike an object using long-handled implements (e.g., bats, clubs, sticks); combine traveling, balancing, and rolling actions with a change in level, direction, or speed; and use strategies for chasing, fleeing, and evading. Fourth grade students performing at the novice level will jump a single rope continuously for at least fifteen seconds, and perform simple sequences in time to music using at least one movement type (e.g., clap hands, hop, kick).

**Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

**Development of Motor Skills Objectives**

Students will:

- PE.4.2.1 demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing.
- PE.4.2.2 demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking with long-handled implements (e.g., bats, sticks, clubs, etc.).
- PE.4.2.3 use critical elements or component terminology to provide feedback to others.
- PE.4.2.4 use appropriate practice to improve performance.

**Performance Descriptors (PE.PD.4.2)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. Fourth grade students performing at the distinguished level will serve as a model for others while: demonstrating critical elements or components for kicking, catching, throwing, dribbling with hands, and jumping/landing; demonstrating one critical element or component for dribbling with feet, striking

with racquets, and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); using critical elements or component terminology to provide feedback to others; using appropriate practice to improve performance.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. Fourth grade students performing at the above mastery level will identify and assist others in: demonstrating critical elements or components for kicking, catching, throwing, dribbling with hands, and jumping/landing; demonstrating one critical element or component for dribbling with feet, striking with racquets, and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); using critical elements or component terminology to provide feedback to others; using appropriate practice to improve performance.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. Fourth grade students performing at the mastery level will: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); use critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. Fourth grade students performing at the partial mastery level will need encouragement and guidance to: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); use critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. Fourth grade students performing at the novice level will need assistance to: demonstrate critical elements or components for the kick, catch, throw, dribble with hands, and jumping/landing; demonstrate one critical element or component for dribbling with feet, striking with racquets, and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); use critical elements or component terminology to provide feedback to others; use appropriate practice to improve performance.

**Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**Physical Activity Objectives**

Students will:

- PE.4.3.1 identify moderate and vigorous physical activities that can be done outside the school environment.
- PE.4.3.2 demonstrate participation in at least one physical activity (moderate or vigorous) outside the school environment.
- PE.4.3.3 identify three physical activities that bring personal enjoyment.

**Performance Descriptors (PE.PD.4.3)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. Fourth grade students performing at the distinguished level will describe the relative value of moderate and

vigorous physical activities that can be done outside the school environment; demonstrate consistent participation (at least five days per week) in at least one physical activity (moderate or vigorous) outside the school environment; identify and document (either in writing or verbally) consistent participation (at least five times per week) in three physical activities that bring personal enjoyment.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. Fourth grade students performing at the above mastery level will identify and recognize the relative value of moderate and vigorous physical activities that can be done outside the school environment; demonstrate regular participation (at least three to five days per week) in at least one physical activity (moderate or vigorous) outside the school environment; identify and document (either in writing or verbally) consistent participation (at least four times per week) in two physical activities that bring personal enjoyment.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. Fourth grade students performing at the mastery level will identify moderate and vigorous physical activities that can be done outside the school environment; identify and document (either in writing or verbally) consistent participation (at least three times per week) in one physical activity that brings personal enjoyment.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. Fourth grade students performing at the partial mastery level will need encouragement and guidance to: identify moderate and vigorous physical activities that can be done outside the school environment; identify and document (either in writing or verbally) consistent participation (at least two times per week) in one physical activity that brings personal enjoyment.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. Fourth grade students performing at the novice level will need assistance to: identify moderate and vigorous physical activities that can be done outside the school environment; identify and document (either in writing or verbally) consistent participation (at least two times per week) in one physical activity that brings personal enjoyment.

**Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

**Physical Fitness Objectives**

Students will:

- PE.4.4.1 meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM).
- PE.4.4.2 list and define each of the health-related fitness components: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility.
- PE.4.4.3 match fitness assessment items to the appropriate fitness component.
- PE.4.4.4 identify the characteristics of activity needed to maintain health-related cardiovascular fitness.
- PE.4.4.5 identify the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.

**Performance Descriptors (PE.PD.4.4)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. Fourth grade students performing at the distinguished level will exceed the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); list, define, and analyze each of the health-related fitness components: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility; identify, match, and analyze fitness assessment items to the appropriate fitness component; analyze the characteristics of activity

needed to maintain health-related cardiovascular fitness; identify and analyze the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. Fourth grade students performing at the above mastery level will meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); list, define and give an example of each of the health-related fitness components: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility; identify and match fitness assessment items to the appropriate fitness component; identify and describe the characteristics of activity needed to maintain health-related cardiovascular fitness; identify and define the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. Fourth grade students performing at the mastery level will meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM); list and define each of the health-related fitness components: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility; match fitness assessment items to the appropriate fitness component; identify the characteristics of activity needed to maintain health-related cardiovascular fitness; identify the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. Fourth grade students performing at the partial mastery level will need encouragement and guidance in order to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least four categories; list and define each of the health-related fitness components: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility; match fitness assessment items to the appropriate fitness component; identify the characteristics of activity needed to maintain health-related cardiovascular fitness; identify the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. Fourth grade students performing at the novice level will need assistance in order to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least three categories; list and define each of the health-related fitness components: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility; match fitness assessment items to the appropriate fitness component; identify the characteristics of activity needed to maintain health-related cardiovascular fitness; identify the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.

**Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

**Responsible Personal and Social Behavior Objectives**

Students will:

- PE.4.5.1 work independently and on a task.
- PE.4.5.2 identify safety procedures for a variety of activities.
- PE.4.5.3 work cooperatively and productively with a partner or small group.
- PE.4.5.4 identify the strengths that individuals with differences bring to group activities.
- PE.4.5.5 recognize and accept others with different skills and abilities.

### **Performance Descriptors (PE.PD.4.5)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Fourth grade students performing at the distinguished level will: promote safety procedures for a variety of activities; lead groups or assist individuals on an assigned task; assist other students in identifying strengths that other individuals bring to a group activity; analyze and accept others with different skills and abilities.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Fourth grade students performing at the above mastery level will: demonstrate safety procedures for a variety of activities; identify the reasons to work in groups or independently on an assigned task; communicate strengths all individuals bring to a group activity; recognize and accept others with different skills and abilities.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. Fourth grade students performing at the mastery level will: identify safety procedures for a variety of activities; work in groups or independently on an assigned task; recognize strengths all individuals bring to a group activity; accept others with different skills and abilities.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. Fourth grade students performing at the partial mastery level will need encouragement and guidance in order to: identify safety procedures for a variety of activities; work in groups or independently on an assigned task; recognize strengths all individuals bring to a group activity; accept others with different skills and abilities.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. Fourth grade students performing at the novice level will need assistance in order to: identify safety procedures for a variety of activities; work in groups or independently on an assigned task; recognize strengths all individuals bring to a group activity; accept others with different skills and abilities.

## **Fifth Grade Physical Education Content Standards and Objectives**

The goal of the physical education program of study at the fifth grade level is to continue a vigorous program to enhance physical development and foster participation in enjoyable physical activity outside the classroom. The objectives emphasize lifetime wellness, social skills, motor/skill development, movement/rhythmic development, and physical activity. Physical activity is important to the physical, emotional and social maturation of students at this age.

**Note:** In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

#### **Movement Forms Objectives**

Students will:

PE.5.1.1 overhand throw with force and accuracy.

- PE.5.1.2 dribble with hands or feet while evading an opponent.
- PE.5.1.3 strike with an implement using force and accuracy.
- PE.5.1.4 travel in movement and dance sequences using smooth transitions in speed, level, and direction.
- PE.5.1.5 perform jump sequences with partner(s) using equipment.
- PE.5.1.6 perform simple dances in time to music.

### **Performance Descriptors (PE.PD.5.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. Fifth grade students performing at the distinguished level will model for others the following skills: an overhand throw with force and accuracy; dribbling with hands (e.g., a basketball) or feet (e.g., soccer ball) while evading an opponent; striking with an implement using force and accuracy; traveling in movement and dance sequences using smooth transitions in speed, level, and direction; performing a jump sequence with partner(s) using equipment; and performing a simple dance in time to music.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. Fifth grade students performing at the above mastery level will use at least two elements of proper technique while performing the following skills: an overhand throw with force and accuracy; dribbling with hands (e.g., a basketball) or feet (e.g., soccer ball) while evading an opponent; striking with an implement using force and accuracy; traveling in movement and dance sequences using smooth transitions in speed, level, and direction; performing a jump sequence with partner(s) using equipment; and performing a simple dance in time to music.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. Fifth grade students performing at the mastery level will use at least one element of proper technique while performing the following skills: an overhand throw with force and accuracy; dribbling with hands (e.g., a basketball) or feet (e.g., soccer ball) while evading an opponent; striking with an implement using force and accuracy; traveling in movement and dance sequences using smooth transitions in speed, level, and direction; performing a jump sequence with partner(s) using equipment; and performing a simple dance in time to music.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. Fifth grade students performing at the partial mastery level will need encouragement and guidance to use at least one element of proper technique while performing the following skills: an overhand throw with force and accuracy; dribbling with hands (e.g., a basketball) or feet (e.g., soccer ball) while evading an opponent; striking with an implement using force and accuracy; traveling in movement and dance sequences using smooth transitions in speed, level, and direction; performing a jump sequence with partner(s) using equipment; and performing a simple dance in time to music.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. Fifth grade students performing at the novice level will need assistance to use at least one element of proper technique while performing the following skills: an overhand throw with force and accuracy; dribbling with hands (e.g., a basketball) or feet (e.g., soccer ball) while evading an opponent; striking with an implement using force and accuracy; traveling in movement and dance sequences using smooth transitions in speed, level, and direction; performing a jump sequence with partner(s) using equipment; and performing a simple dance in time to music.

### **Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

## Development of Motor Skills Objectives

Students will:

- PE.5.2.1 identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs, etc.).
- PE.5.2.2 identify the critical elements or components of simple dance sequences (e.g., time, repetitions, steps).
- PE.5.2.3 use critical element or component terminology to provide feedback to others.
- PE.5.2.4 implement appropriate practice plans to independently develop/improve performance.

## Performance Descriptors (PE.PD.5.2)

### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. Fifth grade students performing at the distinguished level will: identify in proper sequence and model for others critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); identify in proper sequence and model for others the critical elements or components of simple dance sequences (e.g., time, repetitions, steps); use critical element or component terminology to provide feedback to others; implement appropriate practice plans to independently develop/improve performance and demonstrate improvement.

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. Fifth grade students performing at the above mastery level will: identify in proper sequence critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); identify in proper sequence the critical elements or components of simple dance sequences (e.g., time, repetitions, steps); use critical element or component terminology to provide feedback to others; implement appropriate practice plans to independently develop/improve performance.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. Fifth grade students performing at the mastery level will: identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); identify critical elements or components of simple dance sequences (e.g., time, repetitions, steps); follow appropriate practice plans to independently develop/improve performance.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. Fifth grade students performing at the partial mastery level will need encouragement and guidance to: identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); identify critical elements or components of simple dance sequences (e.g., time, repetitions, steps); follow appropriate practice plans to independently develop/improve performance.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. Fifth grade students performing at the novice level will need assistance to: identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs, etc.); identify critical elements or components of simple dance sequences (e.g., time, repetitions, steps); follow appropriate practice plans to independently develop/improve performance.

## Standard 3: Physical Activity (PE.S.3)

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

## **Physical Activity Objectives**

Students will:

- PE.5.3.1 document involvement in physical activities in addition to physical education class (e.g., maintain an activity log).
- PE.5.3.2 describe healthful benefits resulting from regular participation in physical activity.
- PE.5.3.3 identify lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading).
- PE.5.3.4 identify school and community programs that promote lifelong physical activity.
- PE.5.3.5 participate in cooperative team building physical activities.
- PE.5.3.6 discuss the importance of teaming skills.

## **Performance Descriptors (PE.PD.5.3)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. Fifth grade students performing at the distinguished level will: document consistent involvement in physical activities (at least five days per week) in addition to physical education class (e.g., maintain an activity log); describe healthful benefits resulting from regular participation in physical activity; identify and model for others lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading); participate in school and community programs that promote lifelong physical activity; serve as a model while participating in cooperative team building physical activities; analyze and discuss the importance of teaming skills.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. Fifth grade students performing at the above mastery level will: document regular involvement in physical activities (three to five days per week) in addition to physical education class (e.g., maintain an activity log); identify and evaluate healthful benefits resulting from regular participation in physical activity; identify and practice lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading); describe school and community programs that promote lifelong physical activity; participate in cooperative team building physical activities; and discuss the importance of teaming skills.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. Fifth grade students performing at the mastery level will: document involvement in physical activities (at least three days per week) in addition to physical education class (e.g., maintain an activity log); recognize healthful benefits resulting from regular participation in physical activity; identify lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading); identify school and community programs that promote lifelong physical activity; participate in cooperative team building physical activities; and recognize the importance of teaming skills.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. Fifth grade students performing at the partial mastery level will need encouragement and guidance to: document involvement in physical activities (at least two days per week) in addition to physical education class (e.g., maintain an activity log); recognize healthful benefits resulting from regular participation in physical activity; identify lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading); identify school and community programs that promote lifelong physical activity; participate in cooperative team building physical activities; and recognize the importance of teaming skills.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. Fifth grade students performing at the novice level will need assistance to: document involvement in physical activities (at least two days per week) in addition to physical education class (e.g., maintain an activity log); recognize healthful benefits resulting from

regular participation in physical activity; identify lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading); identify school and community programs that promote lifelong physical activity; participate in cooperative team building physical activities; and recognize the importance of teaming skills.

#### **Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

#### **Physical Fitness Objectives**

Students will:

- PE.5.4.1 meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM).
- PE.5.4.2 demonstrate knowledge of the five fitness components: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility.
- PE.5.4.3 define the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.
- PE.5.4.4 participate in warm-up and cool-down procedures before and after vigorous activities.

#### **Performance Descriptors (PE.PD.5.4)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. Fifth grade students performing at the distinguished level will: exceed the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); define and give examples of the five fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); define and give examples of the components of the F.I.T.T. principle of exercise (frequency, intensity, time, and type); lead others in warm-up and cool-down procedures before and after vigorous activities.

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. Fifth grade students performing at the above mastery level will: meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); define the five fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); define the components of the F.I.T.T. principle of exercise (frequency, intensity, time, and type); identify proper warm-up and cool-down procedures used before and after vigorous activities.

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. Fifth grade students performing at the mastery level will: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM); demonstrate knowledge of the five fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); list the components of the F.I.T.T. principle of exercise (frequency, intensity, time, and type); participate in warm-up and cool-down procedures before and after vigorous activities.

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. Fifth grade students performing at the partial mastery level will need encouragement and guidance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least four categories; demonstrate knowledge of the five fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); list the components of the F.I.T.T. principle of exercise (frequency, intensity, time, and type); participate in warm-up and cool-down procedures before and after vigorous activities.

##### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance

needs considerable development. Fifth grade students performing at the novice level will need assistance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least three categories; demonstrate knowledge of the five fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); list the components of the F.I.T.T. principle of exercise (frequency, intensity, time, and type); participate in warm-up and cool-down procedures before and after vigorous activities.

#### **Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

#### **Responsible Personal and Social Behavior Objectives**

Students will:

- PE.5.5.1 participate appropriately with those having different skills and abilities.
- PE.5.5.2 respond appropriately in competitive settings regardless of the outcome.
- PE.5.5.3 work independently and on task.
- PE.5.5.4 work cooperatively and productively with a partner or small group.
- PE.5.5.5 identify and demonstrate safety procedures for a variety of activities.

#### **Performance Descriptors (PE.PD.5.5)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Fifth grade students performing at the distinguished level will: influence others to participate appropriately with those having different skills and abilities; set an example for others in competitive settings regardless of the outcome; set an example for others when working independently and on task; work cooperatively, productively, and help others when working with a partner or small group; demonstrate safety procedures for a variety of activities.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Fifth grade students performing at the above mastery level will: demonstrate appropriate behavior while participating with those of different skills and abilities; demonstrate appropriate behavior in competitive settings regardless of the outcome; work independently and on task; work cooperatively and productively when working with a partner or small group; follow safety procedures for a variety of activities.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. Fifth grade students performing at the mastery level will: participate appropriately with those of different skills and abilities; respond appropriately in competitive settings regardless of the outcome; work under supervision to complete a task; work cooperatively with a partner or in a small group; identify safety procedures for a variety of activities.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. Fifth grade students performing at the partial mastery level will need encouragement and guidance to: participate appropriately with those of different skills and abilities; respond appropriately in competitive settings regardless of the outcome; work under supervision to complete a task; work cooperatively with a partner or in a small group; identify safety procedures for a variety of activities.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. Fifth grade students performing at the novice level will need assistance to: participate appropriately with those of different skills and abilities; respond appropriately in competitive settings regardless of the outcome; work under

supervision to complete a task; work cooperatively with a partner or in a small group; identify safety procedures for a variety of activities.

## **Sixth Grade Physical Education Content Standards and Objectives**

The goal of the physical education program of study at the sixth grade level is to improve the pre-adolescent student's understanding of the connections between physical activity and lifetime wellness. Movement is critical to proper growth and development at this age and physical education will assist students in developing a healthy body, self-image/concept. Social and emotional development is enhanced as students begin to use motor skill in team building situations.

**Note:** In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

### **Movement Forms Objectives**

Students will:

- PE.6.1.1 participate independently in physical activity and/or exercise to improve skill/fitness.
- PE.6.1.2 recognize basic skills and rules necessary to participate in individual, dual, team, and lifetime activities.
- PE.6.1.3 perform lead-up activities that contain two or more elements of individual, dual, team, and lifetime activities.
- PE.6.1.4 perform social and/or multicultural dances.

### **Performance Descriptors (PE.PD.6.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. Sixth grade students performing at the distinguished level will: participate independently in physical activity and/or exercises and demonstrate improvement of skill/fitness; recognize, implement and model for others basic skills and rules necessary to participate in individual, dual, team, and lifetime activities; perform and model for others lead-up activities that contain two or more elements of individual, dual, team, and lifetime activities; perform and model for others social and/or multicultural dances.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. Sixth grade students performing at the above mastery level will: participate independently in physical activity and/or exercises to improve skill/fitness; recognize and implement basic skills and rules necessary to participate in individual, dual, team, and lifetime activities; perform lead-up activities that contain two or more elements of individual, dual, team, and lifetime activities; perform social and/or multicultural dances in time to music.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. Sixth grade students performing at the mastery level will: participate in physical activity and/or exercises to improve skill/fitness; recognize basic skills and rules necessary to participate in individual, dual, team, and lifetime activities; perform lead-up activities that contain one or more elements of individual, dual, team, and lifetime activities; perform social and/or multicultural dances.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. Sixth grade students performing at the partial mastery level will need encouragement and guidance to: participate in physical activity and/or exercises to improve skill/fitness; recognize basic skills and rules necessary to participate in individual, dual, team, and lifetime activities; perform lead-up activities that contain one or more elements of individual, dual, team, and lifetime activities; perform social and/or multicultural dances.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. Sixth grade students performing at the novice level will need assistance to: participate in physical activity and/or exercises to improve skill/fitness; recognize basic skills and rules necessary to participate in individual, dual, team, and lifetime activities; perform lead-up activities that contain one or more elements of individual, dual, team, and lifetime activities; perform social and/or multicultural dances.

## **Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

### **Development of Motor Skills Objectives**

Students will:

PE.6.2.1 identify and correct errors in technique necessary to participate in selected movement forms.

PE.6.2.2 use appropriate practice plans to independently improve performance.

### **Performance Descriptors (PE.PD.6.2)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. Sixth grade students performing at the distinguished level will: identify, analyze, correct, and aid others in correcting errors in technique necessary to participate in a variety of movement forms; analyze practice plans to independently improve performance and participation.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. Sixth grade students performing at the above mastery level will: identify, analyze, and correct errors in technique necessary to participate in a variety of movement forms; demonstrate appropriate practice plans to independently improve performance and participation.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. Sixth grade students performing at the mastery level will: identify and correct errors in technique necessary to participate in a variety of movement forms; use practice plans to independently improve performance.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. Sixth grade students performing at the partial mastery level will need encouragement and guidance to: identify and correct errors in technique necessary to participate in a variety of movement forms; use practice plans to independently improve performance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. Sixth grade students performing at the novice level will need assistance to: identify and correct errors in technique necessary to participate in a variety of movement forms; use practice plans to independently improve performance.

### **Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

#### **Physical Activity Objectives**

Students will:

- PE.6.3.1 demonstrate involvement in moderate to vigorous physical activity in addition to physical education class (e.g., maintain an activity log).
- PE.6.3.2 participate in games, sports, dance and outdoor pursuits both in and outside school.
- PE.6.3.3 exercise at home to improve performance and fitness.

#### **Performance Descriptors (PE.PD.6.3)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. Sixth grade students performing at the distinguished level will: demonstrate (e.g., maintain an activity log) consistent involvement (at least five days per week) in moderate to vigorous physical activity, in addition to physical education class, by participating in games, sports, dance and/or outdoor pursuits both in and outside school, and by exercising at home to improve performance and fitness.

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. Sixth grade students performing at the above mastery level will: demonstrate (e.g., maintain an activity log) regular involvement (three to five days per week) in moderate to vigorous physical activity, in addition to physical education class, by participating in games, sports, dance and/or outdoor pursuits both in and outside school, and by exercising at home to improve performance and fitness.

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. Sixth grade students performing at the mastery level will: demonstrate (e.g., maintain an activity log) regular involvement (at least three days per week) in moderate to vigorous physical activity, in addition to physical education class, by participating in games, sports, dance and/or outdoor pursuits both in and outside school, and by exercising at home to improve performance and fitness.

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. Sixth grade students performing at the partial mastery level will need encouragement and guidance to: demonstrate (e.g., maintain an activity log) involvement (at least three days per week) in moderate to vigorous physical activity, in addition to physical education class, by participating in games, sports, dance and/or outdoor pursuits both in and outside school, and by exercising at home to improve performance and fitness.

##### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. Sixth grade students performing at the novice level will need assistance to: demonstrate (e.g., maintain an activity log) involvement (at least three days per week) in moderate to vigorous physical activity, in addition to physical education class, by participating in games, sports, dance and/or outdoor pursuits both in and outside school, and by exercising at home to improve performance and fitness.

### **Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

#### **Physical Fitness Objectives**

Students will:

- PE.6.4.1 meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM).
- PE.6.4.2 define the five components of fitness.
- PE.6.4.3 relate fitness benefits of a variety of physical activities to specific fitness components.
- PE.6.4.4 demonstrate an understanding of the necessity of warm-up and cool-down activities.

#### **Performance Descriptors (PE.PD.6.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. Sixth grade students performing at the distinguished level will: exceed the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); analyze the five components of fitness; analyze the relative fitness benefits of a variety of physical activities for specific fitness components; select appropriate warm-up and cool-down procedures for specific activities.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. Sixth grade students performing at the above mastery level will: meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); define the five components of fitness; relate fitness benefits of a variety of physical activities to specific fitness components; demonstrate an understanding of the necessity of warm-up and cool-down activities.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. Sixth grade students performing at the mastery level will: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM); identify the five components of fitness; match fitness benefits of a variety of physical activities to specific fitness components; recall appropriate warm-up and cool-down activities.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. Sixth grade students performing at the partial mastery level will need encouragement and guidance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least four categories; identify the five components of fitness; match fitness benefits of a variety of physical activities to specific fitness components; recall appropriate warm-up and cool-down activities.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. Sixth grade students performing at the novice level will need assistance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least three categories; identify the five components of fitness; match fitness benefits of a variety of physical activities to specific fitness components; recall appropriate warm-up and cool-down activities.

#### **Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

#### **Responsible Personal and Social Behavior Objectives**

Students will:

- PE.6.5.1 work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- PE.6.5.2 make appropriate decisions when applying rules, procedures and etiquette.

- PE.6.5.3 utilize time effectively to complete assigned tasks.
- PE.6.5.4 identify behaviors that are supportive and inclusive in physical activity.

### **Performance Descriptors (PE.PD.6.5)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Sixth grade students performing at the distinguished level will: lead groups, assign roles, and demonstrate the ability to work cooperatively and productively in a group; model rules, procedures and etiquette; lead groups in the completion of assigned tasks; model behaviors that are supportive and inclusive in physical activity settings.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Sixth grade students performing at the above mastery level will: identify individual roles and demonstrate the ability to work cooperatively and productively in a group; identify and apply appropriate rules, procedures and etiquette; complete assigned tasks on time; work with other students in a group setting to complete assigned tasks; demonstrate behaviors that are supportive and inclusive in physical activity settings.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. Sixth grade students performing at the mastery level will: demonstrate the ability to work cooperatively and productively in a group; identify the appropriate decisions about rules, procedures and etiquette; complete assigned tasks on time; identify behaviors that are supportive and inclusive in physical activity settings.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. Sixth grade students performing at the partial mastery level will need encouragement and guidance to: demonstrate the ability to work cooperatively and productively in a group; identify the appropriate decisions about rules, procedures and etiquette; complete assigned tasks on time; identify behaviors that are supportive and inclusive in physical activity settings.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. Sixth grade students performing at the novice level will need assistance to: demonstrate the ability to work cooperatively and productively in a group; identify the appropriate decisions about rules, procedures and etiquette; complete assigned tasks on time; identify behaviors that are supportive and inclusive in physical activity settings.

## **Seventh Grade Physical Education Content Standards and Objectives**

The physical education program of study at the seventh grade level continues to develop specialized skills, offers new opportunities to explore recreational activities and lifetime fitness activities, and builds on lifetime wellness and social skills concepts previously introduced. During this critical time period, changes due to maturation and growth affect the students' skill level as they adjust to physical changes. Social development is an important part of the physical education curriculum.

**Note:** In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

#### **Movement Forms Objectives**

Students will:

- PE.7.1.1 participate in a variety of modified (e.g., fewer players, smaller areas) team sports.
- PE.7.1.2 participate in a variety of modified individual and dual sports.
- PE.7.1.3 participate in a variety of non-competitive individual and team activities.
- PE.7.1.4 create and perform a simple dance sequence in time to music.

#### **Performance Descriptors (PE.PD.7.1)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. Seventh grade students performing at the distinguished level will: recognize and implement proper technique and rules while participating in modified team sports, individual and dual sports, and individual and team activities; create and lead others in the performance of a rhythmic activity performed to music.

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. Seventh grade students performing at the above mastery level will: recognize proper technique and rules while participating in modified team sports, individual and dual sports, and individual and team activities; create and perform to music a rhythmic dance activity.

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. Seventh grade students performing at the mastery level will: participate and follow all rules in modified team sports, individual and dual sports, and individual and team activities; create and perform a rhythmic dance activity.

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. Seventh grade students performing at the partial mastery level will need encouragement and guidance to: participate and follow all rules in modified team sports, individual and dual sports, and individual and team activities; create and perform a rhythmic dance activity.

##### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. Seventh grade students performing at the novice level will need assistance to: participate and follow all rules in modified team sports, individual and dual sports, and individual and team activities; create and perform a rhythmic dance activity.

### **Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

#### **Development of Motor Skills Objectives**

Students will:

- PE.7.2.1 identify performance characteristics that relate to successful participation in a variety of movement forms.
- PE.7.2.2 analyze and demonstrate the basic skills necessary to participate in modified movement forms.

- PE.7.2.3 demonstrate knowledge of rules and terminology necessary to participate in modified movement forms.
- PE.7.2.4 use appropriate practice plans to independently improve performance.

**Performance Descriptors (PE.PD.7.2)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. Seventh grade students performing at the distinguished level will: identify and demonstrate performance characteristics that relate to successful participation in a variety of movement forms; analyze, demonstrate, and model for others the basic skills necessary to participate in modified movement forms; model for others the rules and terminology necessary to participate in modified movement forms; demonstrate appropriate practice plans to independently improve performance.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. Seventh grade students performing at the above mastery level will: identify and emulate performance characteristics that relate to successful participation in a variety of movement forms; analyze and demonstrate the basic skills necessary to participate in modified movement forms; apply rules and terminology necessary to participate in modified movement forms; develop and use appropriate practice plans to independently improve performance.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. Seventh grade students performing at the mastery level will: identify performance characteristics that relate to successful participation in a variety of movement forms; demonstrate the basic skills necessary to participate in modified movement forms; demonstrate knowledge of rules and terminology necessary to participate in modified movement forms; use appropriate practice plans to independently improve performance.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. Seventh grade students performing at the partial mastery level will need encouragement and guidance to: identify performance characteristics that relate to successful participation in a variety of movement forms; demonstrate the basic skills necessary to participate in modified movement forms; demonstrate knowledge of rules and terminology necessary to participate in modified movement forms; use appropriate practice plans to independently improve performance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. Seventh grade students performing at the novice level will need assistance to: identify performance characteristics that relate to successful participation in a variety of movement forms; demonstrate the basic skills necessary to participate in modified movement forms; demonstrate knowledge of rules and terminology necessary to participate in modified movement forms; use appropriate practice plans to independently improve performance.

**Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**Physical Activity Objectives**

Students will:

- PE.7.3.1 participate in physical activity available in West Virginia (e.g., bicycling, golfing, white water rafting, hunting, fishing, skiing, mountain biking, hiking, rock climbing).
- PE.7.3.2 research economic impact of regional physical activity resources.

### **Performance Descriptors (PE.PD.7.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. Seventh grade students performing at the distinguished level will: document (e.g., scorecard, receipt, voucher, or license, etc.) participation in at least three different physical activities available in West Virginia (e.g., bicycling, golfing, white-water rafting, hunting, fishing, skiing, mountain biking, hiking, rock climbing); analyze in a written report physical activity opportunities available locally.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. Seventh grade students performing at the above mastery level will: document (e.g., scorecard, receipt, voucher, or license, etc.) participation in at least two physical activities available in West Virginia (e.g., bicycling, golfing, white water rafting, hunting, fishing, skiing, mountain biking, hiking, rock climbing); describe in a written report physical activity opportunities available locally.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. Seventh grade students performing at the mastery level will: document (e.g., scorecard, receipt, voucher, or license, etc.) participation in at least one physical activity available in West Virginia (e.g., bicycling, golfing, white water rafting, hunting, fishing, skiing, mountain biking, hiking, rock climbing); report on physical activity opportunities available locally.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. Seventh grade students performing at the partial mastery level will need encouragement and guidance to: document (e.g., scorecard, receipt, voucher, or license, etc.) participation in at least one physical activity available in West Virginia (e.g., bicycling, golfing, white water rafting, hunting, fishing, skiing, mountain biking, hiking, rock climbing); report on physical activity opportunities available locally.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. Seventh grade students performing at the novice level will need assistance to: document (e.g., scorecard, receipt, voucher, or license, etc.) participation in at least one physical activity available in West Virginia (e.g., bicycling, golfing, white water rafting, hunting, fishing, skiing, mountain biking, hiking, rock climbing); report on physical activity opportunities available locally.

### **Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

#### **Physical Fitness Objectives**

Students will:

- PE.7.4.1 meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM).
- PE.7.4.2 identify personal fitness needs and participate in physical activities (games, sports, and lifetime physical activities) to improve specified fitness components (e.g., strength, flexibility, and body composition).
- PE.7.4.3 evaluate health-related fitness relative to body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility (e.g., P.P.F.T., FITNESSGRAM).
- PE.7.4.4 demonstrate knowledge of the principles of progression and overload (e.g., gradual increase in F.I.T.T.).

## **Performance Descriptors (PE.PD.7.4)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. Seventh grade students performing at the distinguished level will: exceed the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); analyze personal fitness needs and participate in physical activities (games, sports, and lifetime physical activities) to improve specified fitness components (e.g., strength, flexibility, and body composition); analyze methods used to evaluate health-related fitness relative to body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility (e.g., P.P.F.T., FITNESSGRAM); analyze the principles of progression and overload (e.g., gradual increase in F.I.T.T.).

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. Seventh grade students performing at the above mastery level will: meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); describe personal fitness needs and participate in physical activities (games, sports, and lifetime physical activities) to improve specified fitness components (e.g., strength, flexibility, and body composition); demonstrate procedures used to evaluate health-related fitness relative to body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility (e.g., P.P.F.T., FITNESSGRAM); apply the principles of progression and overload (e.g., gradual increase in F.I.T.T.).

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. Seventh grade students performing at the mastery level will: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM); identify personal fitness needs and participate in physical activities (games, sports, and lifetime physical activities) to improve specified fitness components (e.g., strength, flexibility, and body composition); evaluate health-related fitness relative to body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility (e.g., P.P.F.T., FITNESSGRAM); demonstrate knowledge of the principles of progression and overload (e.g., gradual increase in F.I.T.T.).

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further encouragement and guidance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least four categories; identify personal fitness needs and participate in physical activities (games, sports, and lifetime physical activities) to improve specified fitness components (e.g., strength, flexibility, and body composition); evaluate health-related fitness relative to body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility (e.g., P.P.F.T., FITNESSGRAM); demonstrate knowledge of the principles of progression and overload (e.g., gradual increase in F.I.T.T.).

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. Seventh grade students performing at the novice level will need assistance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least three categories; identify personal fitness needs and participate in physical activities (games, sports, and lifetime physical activities) to improve specified fitness components (e.g., strength, flexibility, and body composition); evaluate health-related fitness relative to body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility (e.g., P.P.F.T., FITNESSGRAM); demonstrate knowledge of the principles of progression and overload (e.g., gradual increase in F.I.T.T.).

## **Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

### **Responsible Personal and Social Behavior Objectives**

Students will:

- PE.7.5.1 demonstrate cooperative team building skills appropriate for physical activity.
- PE.7.5.2 demonstrate appropriate peer mediation/conflict resolution skills.
- PE.7.5.3 describe ways to build positive personal relationships and positive self-concept.
- PE.7.5.4 practice decision-making and communication skills while participating in physical activity.

### **Performance Descriptors (PE.PD.7.5)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Seventh grade students performing at the distinguished level will: model cooperative team building skills appropriate for physical activity; apply appropriate peer mediation/conflict resolution skills; influence others in building positive personal relationships and positive self-concept; model decision-making and communication skills while participating in physical activity.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Seventh grade students performing at the above mastery level will: demonstrate cooperative team building skills appropriate for physical activity; demonstrate appropriate peer mediation/conflict resolution skills; describe ways to build positive personal relationships and positive self-concept; practice decision-making and communication skills while participating in physical activity.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. Seventh grade students performing at the mastery level will: identify cooperative team building skills appropriate for physical activity; identify appropriate peer mediation/conflict resolution skills; identify ways to build positive personal relationships and positive self-concept; identify decision-making and communication skills while participating in physical activity.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. Seventh grade students performing at the partial mastery level will need encouragement and guidance to: identify cooperative team building skills appropriate for physical activity; identify appropriate peer mediation/conflict resolution skills; identify ways to build positive personal relationships and positive self-concept; identify decision-making and communication skills while participating in physical activity.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. Seventh grade students performing at the novice level will need assistance to: identify cooperative team building skills appropriate for physical activity; identify appropriate peer mediation/conflict resolution skills; identify ways to build positive personal relationships and positive self-concept; identify decision-making and communication skills while participating in physical activity.

## **Eighth Grade Physical Education Content Standards and Objectives**

The eighth grade physical education program of study allows students to further explore individual interests in lifetime physical activities and gain the knowledge and skills for future participation. A strong emphasis on lifetime wellness, physical activity and social skills offers all students important benefits toward the goal of becoming a physically-active adult. Emphasis on rhythmic movement and motor skills allows for student creativity and talent to be showcased in a non-competitive manner. Safety must be stressed in all activities.

**Note:** In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

### **Standard 1: Movement Forms (PE.S.1)**

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

### **Movement Forms Objectives**

Students will:

- PE.8.1.1 implement basic offensive and defensive strategies while participating in modified team sports.
- PE.8.1.2 implement basic offensive and defensive strategies while participating in modified individual and dual sports.
- PE.8.1.3 implement basic strategies and safety procedures for success while participating in non-competitive lifetime physical activity (e.g., use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bicycle).
- PE.8.1.4 perform a variety of dances (e.g., square, line and social).

### **Performance Descriptors (PE.PD.8.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. Eighth grade students performing at the distinguished level will: implement and model for others basic offensive and defensive strategies while playing modified team, individual and dual sports; identify, implement and model for others methods to improve enjoyment and success while participating in non-competitive physical activity (e.g., cycling, weight lifting, hiking); perform and model for others at least two dance routines (e.g., line dancing, square dancing).

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. Eighth grade students performing at the above mastery level will: recognize and implement basic offensive and defensive strategies while playing modified team, individual and dual sports; identify and implement methods to improve enjoyment and success while participating in non-competitive physical activity (e.g., cycling, weight lifting, hiking); perform at least two dance routines (e.g., line dancing, square dancing).

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. Eighth grade students performing at the mastery level will: recognize basic offensive and defensive strategies while playing modified team, individual and dual sports; identify methods to improve enjoyment and success while participating in non-competitive physical activity (e.g., cycling, weight lifting, hiking); participate in at least two dance routines (e.g., line dancing, square dancing).

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further encouragement and guidance to: recognize basic offensive and defensive strategies while playing modified team, individual and dual sports; identify methods to improve enjoyment and success while

participating in non-competitive physical activity (e.g., cycling, weight lifting, hiking); participate in at least two dance routines (e.g., line dancing, square dancing).

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. Eighth grade students performing at the novice level will need assistance to: recognize basic offensive and defensive strategies while playing modified team, individual and dual sports; identify methods to improve enjoyment and success while participating in non-competitive physical activity (e.g., cycling, weight lifting, hiking); participate in at least two dance routines (e.g., line dancing, square dancing).

**Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

**Development of Motor Skills Objectives**

Students will:

- PE.8.2.1 identify critical elements of skill for selected movement forms.
- PE.8.2.2 identify characteristics of highly skilled performance.
- PE.8.2.3 participate in teacher-designed program to improve performance.

**Performance Descriptors (PE.PD.8.2)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. Eighth grade students performing at the distinguished level will: identify and model for others critical elements of skill for selected movement forms; identify and demonstrate characteristics of highly skilled performance; participate in self-designed program to improve performance.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. Eighth grade students performing at the above mastery level will: identify and define critical elements of skill for selected movement forms; identify and emulate characteristics of highly skilled performance; participate independently in teacher-designed program to improve performance.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. Eighth grade students performing at the mastery level will: identify critical elements of skill for selected movement forms; identify characteristics of highly skilled performance; participate in teacher-designed program to improve performance.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. Eighth grade students performing at the partial mastery level will need encouragement and guidance to: identify critical elements of skill for selected movement forms; identify characteristics of highly skilled performance; participate in teacher-designed program to improve performance.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. Eighth grade students performing at the novice level will need assistance to: identify critical elements of skill for selected movement forms; identify characteristics of highly skilled performance; participate in teacher-designed program to improve performance.

### **Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

#### **Physical Activity Objectives**

Students will:

PE.8.3.1 list benefits of physical activity.

PE.8.3.2 develop and implement a physical activity plan (e.g., where, when, cost, equipment, procedures).

#### **Performance Descriptors (PE.PD.8.3)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. Eighth grade students performing at the distinguished level will: list, define, and analyze benefits of physical activity; analyze personal physical activity needs; develop, implement, and analyze benefits of a physical activity plan (e.g., where, when, cost, equipment, procedures).

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. Eighth grade students performing at the above mastery level will: list and define benefits of physical activity; develop, implement, and describe benefits of a personal physical activity plan (e.g., where, when, cost, equipment, procedures).

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. Eighth grade students performing at the mastery level will: list benefits of physical activity; develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. Eighth grade students performing at the partial mastery level will need encouragement and guidance to: list benefits of physical activity; develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).

##### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. Eighth grade students performing at the novice level will need assistance to: list benefits of physical activity; develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).

### **Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

#### **Physical Fitness Objectives**

Students will:

PE.8.4.1 meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM).

PE.8.4.2 apply knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program.

PE.8.4.3 assess personal fitness related to the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility) and participate in activities to improve specific fitness components.

#### **Performance Descriptors (PE.PD.8.4)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. Eighth grade students performing at the distinguished level will: exceed the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); analyze the elements of progression and overload (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program; analyze personal fitness related to the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); analyze and develop a personal plan and participate in activities to improve specific fitness components.

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. Eighth grade students performing at the above mastery level will: meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); apply knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program; assess personal fitness related to the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); select and participate in activities to improve specific fitness components.

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. Eighth grade students performing at the mastery level will: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM); demonstrate knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program; define the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); participate in activities to improve specific fitness components.

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. Eighth grade students performing at the partial mastery level will need encouragement and guidance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least four categories; demonstrate knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) while participating in a personal fitness program; define the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); participate in activities to improve specific fitness components.

##### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. Eighth grade students performing at the novice level will need assistance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least three categories; demonstrate knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) while participating in a personal fitness program; define the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); participate in activities to improve specific fitness components.

#### **Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

## **Responsible Personal and Social Behavior Objectives**

Students will:

- PE.8.5.1 demonstrate appropriate behaviors in physical activity settings.
- PE.8.5.2 identify situations that may lead to conflict and practice mediation skills.
- PE.8.5.3 analyze the relationship of physical activity to social development.
- PE.8.5.4 identify peer pressure on physical activity participation and performance.

### **Performance Descriptors (PE.PD.8.5)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Eighth grade students performing at the distinguished level will: model appropriate behaviors in physical activity settings; serve as peer mediators in resolving situations that may lead to conflict; demonstrate benefits physical activity can have on social development; apply appropriate peer pressure and influence the decisions of others to improve physical activity participation and performance.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. Eighth grade students performing at the above mastery level will: recognize and demonstrate appropriate behaviors when participating in physical activity settings; identify situations that may lead to conflict and role-play appropriate mediation skills; define and analyze the relationship of physical activity to social development; recognize how positive and negative peer pressure can influence decisions on physical activity participation and performance.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. Eighth grade students performing at the mastery level will: recognize appropriate behaviors in physical activity settings; identify situations that may lead to conflict in which mediation skills are appropriate; recognize the relationship of physical activity to social development; identify situations when peer pressure can influence decisions on physical activity participation and performance.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. Eighth grade students performing at the partial mastery level will need encouragement and guidance to: recognize appropriate behaviors in physical activity settings; identify situations that may lead to conflict in which mediation skills are appropriate; recognize the relationship of physical activity to social development; identify situations when peer pressure can influence decisions on physical activity participation and performance.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. Eighth grade students performing at the novice level will need assistance to: recognize appropriate behaviors in physical activity settings; identify situations that may lead to conflict in which mediation skills are appropriate; recognize the relationship of physical activity to social development; identify situations when peer pressure can influence decisions on physical activity participation and performance.

## **High School Physical Education Content Standards and Objectives**

**Secondary physical education is the last chance to change the physical activity habits of our students. Secondary physical education programs focus on fitness, offer diverse movement forms, and emphasize lifetime physical activity. Secondary programs must include at least one activity from**

each of the following movement forms: team sports (e.g., basketball, volleyball, softball), individual and dual competitive (e.g., golf, tennis, fencing, archery), individual non-competitive (e.g., bicycling, weight training, self-defense), dance and/or rhythms (e.g., aerobics, line dancing, tai chi), and adventure/outdoor activities (e.g., climbing, backpacking, orienteering, fly fishing).

Note: In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.

### Standard 1: Movement Forms (PE.S.1)

Students will:

- demonstrate competency in many movement forms and proficiency in a few movement forms.

### Movement Forms Objectives

Students will:

- PE.HS.1.1 demonstrate competency/proficiency in team sports.
- PE.HS.1.2 demonstrate competency/proficiency in individual and dual sports/activities.
- PE.HS.1.3 demonstrate competency/proficiency in non-competitive individual activities.
- PE.HS.1.4 demonstrate competency/proficiency in outdoor adventure activities.
- PE.HS.1.5 demonstrate competency/proficiency in dance and rhythmic activities.

### Performance Descriptors (PE.PD.HS.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in the performance of movement forms. High school students performing at the distinguished level will demonstrate competency/proficiency and will model for others skills used in team sports, individual and dual sports/activities, non-competitive individual activities, outdoor adventure activities, and dance and rhythmic activities by recognizing, implementing, and modeling proper technique, procedures, and rules applications.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in movement forms. High school students performing at the above mastery level will demonstrate competency/proficiency and analyze skills used to participate in team sports, individual and dual sports/activities, non-competitive individual activities, outdoor adventure activities, and dance and rhythmic activities by recognizing and implementing proper technique, procedures, and rules applications.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in movement forms. High school students performing at the mastery level will demonstrate competency/proficiency in team sports, individual and dual sports/activities, non-competitive individual activities, outdoor adventure activities, and dance and rhythmic activities by recognizing proper technique, procedures, and rules.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in movement forms. Performance needs further development. High school students performing at the partial mastery level will need encouragement and guidance to demonstrate competency in team sports, individual and dual sports/activities, non-competitive individual activities, outdoor adventure activities, and dance and rhythmic activities by recognizing proper technique, procedures, and rules.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in movement forms. Performance needs considerable development. High school students performing at the novice level will need assistance to demonstrate competency in team sports, individual and dual sports/activities, non-competitive individual activities, outdoor adventure activities, and dance and rhythmic activities by recognizing proper technique, procedures, and rules.

## **Standard 2: Development of Motor Skills (PE.S.2)**

Students will:

- apply concepts and principles of human movement to the development of motor skills and learning of new skills.

### **Development of Motor Skills Objectives**

Students will:

- PE.HS.2.1 identify discipline specific skills (e.g., head down, high finish, hips toward target for a golf swing).  
PE.HS.2.2 identify and use characteristics of highly skilled performance to enable development of movement proficiency (e.g., balance, speed/quickness, strength, concentration).  
PE.HS.2.3 develop discipline specific performance criteria and apply to personal performance.

### **Performance Descriptors (PE.PD.HS.2)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in developing motor skills. High school students performing at the distinguished level will: identify, analyze, and model for others discipline specific skills (e.g., head down, high finish, hips toward target for a golf swing); identify and model for others characteristics of highly skilled performance to enable development of movement proficiency (e.g., balance, speed/quickness, strength, concentration); develop discipline specific performance criteria, apply to personal performance, develop and demonstrate the success of a personal plan of improvement.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in developing motor skills. High school students performing at the above mastery level will: identify and analyze discipline specific skills (e.g., head down, high finish, hips toward target for a golf swing); identify and analyze characteristics of highly skilled performance to enable development of movement proficiency (e.g., balance, speed/quickness, strength, concentration); develop discipline specific performance criteria, apply to personal performance and develop a personal plan of improvement.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in developing motor skills. High school students performing at the mastery level will: recognize discipline specific skills (e.g., head down, high finish, hips toward target for a golf swing); identify and use characteristics of highly skilled performance to enable development of movement proficiency (e.g., balance, speed/quickness, strength, concentration); develop discipline specific performance criteria and apply to personal performance.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in developing motor skills. Performance needs further development. High school students performing at the partial mastery level will need encouragement and guidance to: recognize discipline specific skills (e.g., head down, high finish, hips toward target for a golf swing); identify and use characteristics of highly skilled performance to enable development of movement proficiency (e.g., balance, speed/quickness, strength, concentration); develop discipline specific performance criteria and apply to personal performance.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in developing motor skills. Performance needs considerable development. High school students performing at the novice level will need assistance to: recognize discipline specific skills (e.g., head down, high finish, hips toward target for a golf swing); identify and use characteristics of highly skilled performance to enable development of movement proficiency (e.g., balance, speed/quickness, strength, concentration); develop discipline specific performance criteria and apply to personal performance.

### **Standard 3: Physical Activity (PE.S.3)**

Students will:

- exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

#### **Physical Activity Objectives**

Students will:

- PE.HS.3.1 recognize lifestyle behaviors that increase physical activity (e.g., walk to school, ride a bike, take the stairs).
- PE.HS.3.2 participate in physical activity in addition to physical education class.
- PE.HS.3.3 describe how physical activity participation patterns are likely to change throughout the life span.
- PE.HS.3.4 identify local, state, national, and/or international fitness and recreational resources (e.g., trails, wilderness areas, rivers, lakes, etc.).
- PE.HS.3.5 identify local, state, national, and/or international fitness and recreational organizations (YMCA, United States Cycling Federation, etc.).
- PE.HS.3.6 identify social/economic factors associated with physical activity.

#### **Performance Descriptors (PE.PD.HS.3)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical activity. High school students performing at the distinguished level will: recognize and model for others lifestyle behaviors that increase physical activity (e.g., walk to school, ride a bike, take the stairs); document participation in at least two different physical activities, in addition to physical education class, at least thirty minutes per day; analyze how physical activity participation patterns are likely to change throughout the life span; recognize and participate in at least one local, state, national, and/or international fitness and recreational resource (e.g., trails, wilderness areas, rivers, lakes, etc.); analyze membership requirements in at least one local, state, national, and/or international fitness and recreational organizations (e.g., YMCA, United States Cycling Federation, etc.); analyze social/economic factors associated with physical activity.

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical activity. High school students performing at the above mastery level will: recognize the benefits of lifestyle behaviors that increase physical activity (e.g., walk to school, ride a bike, take the stairs); document participation in at least two different physical activities, in addition to physical education class, at least five days per week, thirty minutes per day; describe how physical activity participation patterns are likely to change throughout the life span; recognize the role of local, state, national, and/or international fitness and recreational resources (e.g., trails, wilderness areas, rivers, lakes, etc.); describe local, state, national, and/or international fitness and recreational organization (e.g., YMCA, United States Cycling Federation, etc.); describe social/economic factors associated with physical activity.

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical activity. High school students performing at the mastery level will: recognize lifestyle behaviors that increase physical activity (e.g., walk to school, ride a bike, take the stairs); document participation in physical activity, in addition to physical education class, at least three days per week, thirty minutes per day; identify physical activity participation patterns that are likely to change throughout the life span; identify local, state, national, and/or international fitness and recreational resources (e.g., trails, wilderness areas, rivers, lakes, etc.); identify local, state, national, and/or international fitness and recreational organization (e.g., YMCA, United States Cycling Federation, etc.); identify social/economic factors associated with physical activity.

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical activity. Performance needs further development. High school students performing at the partial mastery level will need encouragement

and guidance to: recognize lifestyle behaviors that increase physical activity (e.g., walk to school, ride a bike, take the stairs); document participation in physical activity, in addition to physical education class, at least two days per week, thirty minutes per day; identify physical activity participation patterns that are likely to change throughout the life span; identify local, state, national, and/or international fitness and recreational resources (e.g., trails, wilderness areas, rivers, lakes, etc.); identify local, state, national, and/or international fitness and recreational organization (e.g., YMCA, United States Cycling Federation, etc.); identify social/economic factors associated with physical activity.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical activity. Performance needs considerable development. High school students performing at the novice level will need assistance to: recognize lifestyle behaviors that increase physical activity (e.g., walk to school, ride a bike, take the stairs); document participation in physical activity, in addition to physical education class, at least one day per week, thirty minutes per day; identify physical activity participation patterns that are likely to change throughout the life span; identify local, state, national, and/or international fitness and recreational resources (e.g., trails, wilderness areas, rivers, lakes, etc.); identify local, state, national, and/or international fitness and recreational organization (e.g., YMCA, United States Cycling Federation, etc.); identify social/economic factors associated with physical activity.

**Standard 4: Physical Fitness (PE.S.4)**

- apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

**Physical Fitness Objectives**

Students will:

- PE.HS.4.1 meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM).
- PE.HS.4.2 assess personal fitness related to the five components of fitness: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility.
- PE.HS.4.3 use principles of training to design and implement a personal fitness program.
- PE.HS.4.4 compare relative fitness value of specific physical activity forms.

**Performance Descriptors (PE.PD.HS.4)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for physical fitness. High school students performing at the distinguished level will: exceed the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); assess and analyze personal fitness related to the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); analyze the elements of the principles of training and design and implement a personal fitness program; analyze relative fitness value of specific physical activity forms.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for physical fitness. High school students performing at the above mastery level will: meet the gender and age-appropriate health-related fitness standards defined in a selected program (e.g., P.P.F.T., FITNESSGRAM); assess personal fitness related to the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); apply the principles of training to design and implement a personal fitness program; compare relative fitness value of specific physical activity forms.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for physical fitness. High school students performing at the mastery level will: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM); identify personal fitness strengths and weaknesses related to the five components of fitness (cardiovascular fitness,

muscular strength, muscular endurance, body composition, and flexibility); design and implement a personal fitness program; identify relative fitness value of specific physical activity forms.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for physical fitness. Performance needs further development. High school students performing at the partial mastery level will need encouragement and guidance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least four categories; identify personal fitness strengths and weaknesses related to the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); design and implement a personal fitness program; identify relative fitness value of specific physical activity forms.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for physical fitness. Performance needs considerable development. High school students performing at the novice level will need assistance to: meet the minimum age and gender standards as defined in a selected health-fitness program (e.g., P.P.F.T., FITNESSGRAM) in at least three categories; identify personal fitness strengths and weaknesses related to the five components of fitness (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility); design and implement a personal fitness program; identify relative fitness value of specific physical activity forms.

**Standard 5: Responsible Personal and Social Behavior (PE.S.5)**

- demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

**Responsible Personal and Social Behavior Objectives**

Students will:

PE.HS.5.1 identify potential dangers of physical activity and describe how to minimize associated risks.

PE.HS.5.2 identify responsible/considerate personal behavior in physical activity settings.

PE.HS.5.3 follow proper procedures, demonstrate etiquette and fair play in physical activity settings.

PE.HS.5.4 analyze the influence of peer pressure on physical activity participation and performance.

**Performance Descriptors (PE.PD.HS.5)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard for responsible personal and social behavior. High school students performing at the distinguished level will: analyze potential dangers of physical activity and develop strategies to minimize associated risks; model and promote responsible/considerate personal behavior in physical activity settings; model proper procedures, demonstrate etiquette and fair play in all physical activity settings; analyze the influence of peer pressure on physical activity participation and performance and develop strategies to promote positive peer pressure and reduce negative peer pressure.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard for responsible personal and social behavior. High school students performing at the above mastery level will: identify potential dangers of physical activity and analyze solutions to minimize associated risks; demonstrate and promote responsible/considerate personal behavior in physical activity settings; follow proper procedures, demonstrate etiquette and fair play in all physical activity settings; analyze the influence of peer pressure on physical activity participation and performance.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard for responsible personal and social behavior. High school students performing at the mastery level will: recognize potential dangers of physical activity and identify ways to minimize associated risks; identify and demonstrate responsible/considerate personal behavior in physical activity settings; identify proper procedures, etiquette and fair play in physical activity settings; identify the influence of peer pressure on physical activity participation and performance.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions for responsible personal and social behavior. Performance needs further development. High school students performing at the partial mastery level will need encouragement and guidance to: recognize potential dangers of physical activity and identify ways to minimize associated risks; identify and demonstrate responsible/considerate personal behavior in physical activity settings; identify proper procedures, etiquette and fair play in physical activity settings; identify the influence of peer pressure on physical activity participation and performance

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance for responsible personal and social behavior. Performance needs considerable development. High school students performing at the novice level will need assistance to: recognize potential dangers of physical activity and identify ways to minimize associated risks; identify and demonstrate responsible/considerate personal behavior in physical activity settings; identify proper procedures, etiquette and fair play in physical activity settings; identify the influence of peer pressure on physical activity participation and performance.

**POLICY 2520.6: Physical Education Content Standards and Objectives for West Virginia Schools**

**COMMENT PERIOD ENDS: September 12, 2005**

**COMMENT RESPONSE FORM**

The following form is provided to assist those who choose to comment on Policy 2520.6: Physical Education Content Standards and Objective for West Virginia Schools. Additional sheets may be attached, if necessary.

Name : Glays Williams Organization: Bridgeport High School

Title: Physical Education Teacher

Street Address: Rt.1, Box 270

City: Clarksburg State: WV Zip: 26301

Please check the box below that best describes your role.

- |                                                       |                                              |                                            |
|-------------------------------------------------------|----------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family     |
| <input type="checkbox"/> Principal                    | <input checked="" type="checkbox"/> Teacher  | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff   | <input type="checkbox"/> Service Personnel   | <input type="checkbox"/> Community Member  |

**COMMENTS/SUGGESTIONS**

**§126-44F-1. General.**

**Teachers need to be given a training or update on giving the FITNESSGRAM.  
(administering)**

**§126-44F-3. Incorporation by Reference. (Physical Education Content Standards and**

**Objectives for West Virginia School) – Kindergarten through Third Grade).**

The following language located under Kindergarten through Third Grade Content Standards and Objectives has been deleted: ~~Note: West Virginia Code §18-2-7a requires the President's Physical Fitness Test (PPFT) be administered to all students annually.~~

**§126-44F-3. Incorporation by Reference. (Physical Education Content Standards and Objectives for West Virginia School) – Fourth Grade through High School).** The following language located under Fourth Grade through High School Physical Education Content Standards and Objectives has been added: Note: In accordance with W.Va. West Virginia Code §18-2-7a, requires the President's Physical Fitness Test (PPFT) FITNESSGRAM® shall be administered to all students annually.

Please direct all comments to:

Bane McCracken, Coordinator  
Office of Student Services and Health Promotion  
West Virginia Department of Education  
Capitol Building 6, Room 309  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: [bmccrack@access.k12.wv.us](mailto:bmccrack@access.k12.wv.us)  
Fax No.: (304) 558-3787

## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Policy 2520.6 Physical Education Content Standards and Objectives FUND N/A

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) N/A

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) N/A

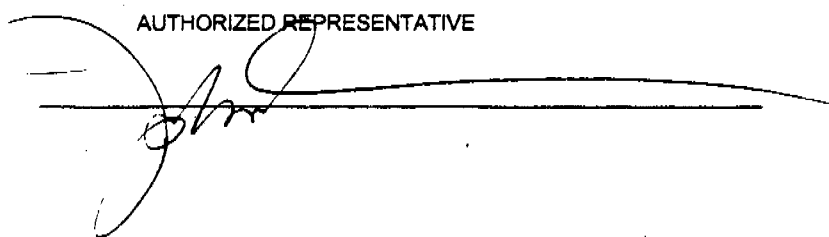
**SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT**

EFFECT OF PROPOSAL	ANNUAL		CURRENT	FISCAL YEAR	
	INCREASE	DECREASE		NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0.00	\$0.00	\$ 0.00	\$ 0.00	\$ 0.00
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
2. ESTIMATED TOTAL REVENUES	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE  
6/10/05

AGENCY  
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE  


**Policy 2520.6: Physical Education Content Standards and Objectives for West Virginia Schools**  
**Comment Log**

**Comment Period: August 12 through September 12, 2005**

Action                      Type  
 N: No Response                - Negative  
 NA: Not Accepted            + Positive  
 A: Accepted or Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
9/12/05	Gladys Williams	<p><b>§126-44F-1. General.</b>            Teachers need to be given a training or update on giving the FITNESSGRAM. (administering)</p>	A	Training and materials are being provided through RESA's at Department of Education expense.
		<p><b>§126-44F-3. Incorporation by Reference.</b>            (Physical Education Content Standards and Objectives for West Virginia School) – Kindergarten through Third Grade). The following language located under Kindergarten through Third Grade Content Standards and Objectives has been deleted: Note: West Virginia Code §18-2-7a, requires the President's Physical Fitness Test (PPFT) be administered to all students annually.</p>		

		<p><b>§126-44F-3. Incorporation by Reference.</b> <b>(Physical Education Content Standards and Objectives for West Virginia School) – Fourth Grade through High School).</b> The following language located under Fourth Grade through High School Physical Education Content Standards and Objectives has been added: Note: In accordance with W. Va. Code §18-2-7a, the FITNESSGRAM® shall be administered to all students.</p>		
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## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Policy 2520.6 Physical Education Content Standards and Objectives FUND \_\_\_\_\_ N/A \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_ N/A \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_ N/A \_\_\_\_\_

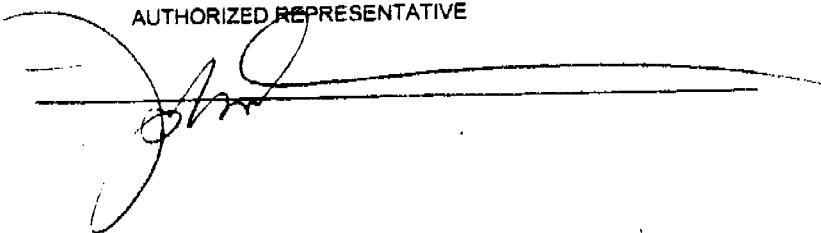
**SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT**

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0.00	\$0.00	\$ 0.00	\$ 0.00	\$ 0.00
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
2. ESTIMATED TOTAL REVENUES	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE  
6/10/05

AGENCY  
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE  


**POLICY 2520.6: Physical Education Content Standards and Objectives for  
West Virginia Schools**

**COMMENT PERIOD ENDS: September 12, 2005**

**COMMENT RESPONSE FORM**

The following form is provided to assist those who choose to comment on Policy 2520.6: Physical Education Content Standards and Objective for West Virginia Schools. Additional sheets may be attached, if necessary.

Name: GLADYS Williams Organization: Bridgeport High  
 Title: Physical Educ. Teacher  
 Street Address: RT 1 Box 270  
 City: Clarksburg State: WV Zip: 26301

Please check the box below that best describes your role.

- |                                                       |                                              |                                            |
|-------------------------------------------------------|----------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family     |
| <input type="checkbox"/> Principal                    | <input checked="" type="checkbox"/> Teacher  | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff   | <input type="checkbox"/> Service Personnel   | <input type="checkbox"/> Community Member  |

**COMMENTS/SUGGESTIONS**

§126-44F-1. General.

Teachers need to be given a training  
or update on giving the Fitnessgram.  
(administering)

**§126-44F-3. Incorporation by Reference. (Physical Education Content Standards and Objectives for West Virginia School) – Kindergarten through Third Grade).**

The following language located under Kindergarten through Third Grade Content Standards and Objectives has been deleted: ~~Note: West Virginia Code §18-2-7a requires the President's Physical Fitness Test (PPFT) be administered to all students annually.~~

**§126-44F-3. Incorporation by Reference. (Physical Education Content Standards and Objectives for West Virginia School) – Fourth Grade through High School).** The

following language located under Fourth Grade through High School Physical Education Content Standards and Objectives has been added: Note: In accordance with W.Va. West Virginia Code §18-2-7a, requires the President's Physical Fitness Test (PPFT) FITNESSGRAM® shall be administered to all students annually.

Please direct all comments to:

Bane McCracken, Coordinator  
Office of Student Services and Health Promotion  
West Virginia Department of Education  
Capitol Building 6, Room 309  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: [bmccrack@access.k12.wv.us](mailto:bmccrack@access.k12.wv.us)  
Fax No.: (304) 558-3787.

## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Policy 2520.6 Physical Education Content Standards and Objectives FUND N/A

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_ N/A

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_ N/A

**SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT**

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0.00	\$0.00	\$ 0.00	\$ 0.00	\$ 0.00
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
2. ESTIMATED TOTAL REVENUES	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE  
5/10/05

AGENCY  
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE  
