



Grades K - 8

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# Kindergarten

Kindergarten students learn through their environment and through themselves. They are *ōsoloō* or *ōindividualō* learners. Their focus is on the general space around them and their own personal space. It is important at this stage to teach non-loco motor skills and loco motor skills to teach the student to move within a general space. They should also be introduced to equipment and how to manipulate objects at this stage. Students should be introduced to how their body moves in a variety of situations. Health and hygiene should be introduced at this stage.

## Movement Skills and Movement Knowledge

1. Students should be competent in many movement activities.
  - Travel in different ways in a large group without bumping into others or falling.
  - Balance while bending, twisting and stretching.
  - Know and demonstrate what personal space is and understand its importance.
  - Strike a stationary ball with any part of the body.
  - Walk and run using proper form.
  - Roll with control, without hesitating or stopping.
  - Toss a ball to self and catch it before it bounces twice.
2. Students will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.
  - Identify various parts of the body and their location; for example arms, legs, and hands.
  - Identify fundamental movement patterns.
  - Identify and begin to use the technique employed to soften landing in jumping.
3. Students will achieve and maintain a health-enhancing level of physical fitness.
  - Recognize that one's body is a gift from God and exercise is good for one's health.
  - Sustain moderate to vigorous physical activity.
  - Identify nutritious foods.

## Self-image and Personal Development

Kindergartners discover their own body image through various movement activities. It is important to provide an environment where kindergartners can feel success and achievement through physical activities.

1. The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
  - Participate regularly in vigorous physical activity.
  - Try new movement activities and skills.
  - Identify feelings that result from participation in physical activities.
  
2. Students will learn to be responsible for personal behavior while participating in movement activities.
  - Follow adult-delivered rules.
  - Respond respectfully to rule infractions when reminded.
  - Handle and care for equipment safely and appropriately.

## Social Development

Kindergartners are egocentric learners. They tend to play in their own space by themselves. Kindergarteners tend to be focused on themselves in the present. They do begin at this stage recognize the concept of self and others. They begin to understand that others may occupy their space; learn to move about their space without interfering with others; and begin to learn to take turns and share interaction with others. (p.26, 27).

1. Students will learn responsible social behavior while participating in movement activities. Students will understand the importance of love and respect for all others.
  - Participate in activities without interfering with others.
  - Take turns using a piece of equipment with teacher prompting.
  - Transfer rules of physical education to rules on the playground.
  - Interact with playmates without regard to personal differences (i.e. race, gender, disability).
  
2. Students will learn to understand the interrelationship between history and culture and game, sports, play, and dance.
  - Describe what is done in physical education.
  - Identify games they have played with family and with friends.
  - Describe time and location of physical activity.
  - Move creatively to culturally diverse music.

# Grade One

First grade students begin to expand their movement skills to include space and time as they learn to move in different directions at varying speeds. They begin to recognize a variety of movements for example, fast-slow and high-low. They begin to learn how long it takes them to move from one place to another and how long it takes an object to move one place to another. (p. 27 Framework)

## Movement Skills and Movement Knowledge

- Demonstrates an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- Travel over, under, in front of, behind, and through objects and over under, in front of, and behind partners, using loco motor skills.
- Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following loco motor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e. loco motor skills).
- Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.
- Begin to jump rope with self.
- Balance oneself demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base.
- Students begin to manipulate objects with a purpose.
  - Demonstrate the underhand throw pattern
  - Demonstrate the overhand throw pattern
  - Catch a gently thrown object
  - Catch a self tossed ball
  - Catch a self bounced ball
  - Kick a rolled ball from a stationary position
  - Kick a stationary ball using a smooth continuous running approach
  - Dribble a ball forward using the inside of the foot
  - Dribble a ball continuously with one hand
  - Strike with the hand various objects i.e. a balloon
- Students learn simple dances with circles, in columns, and partner dances.
- Students will learn about the body's need for oxygen and food as fuel to supply the body with energy.

## Self-Image and Personal Development

Children at this age begin to form a personal body image by comparing themselves to others. Students learn that the body goes through distinct changes in height and weight. These changes can influence movement and coordination of body parts.

- Learn to use equipment safely and responsibly.
- To recognize that their body is a gift from God.
- Show interest in trying new movement activities and skills.
- Identify how the body feels during different kinds of physical activities.

## Social Development

Students at this age tend to play in parallel play with other students and tend to be more involved in individual activities than interacting with others. They tend to learn in groups but participate as individuals. (p.28)

- Develop responsibility for expected behaviors on the playground and in the classroom.
- Take turns using a piece of equipment.
- Interact positively with others regardless of personal differences.

## Grade Two

Students explore movement patterns with a partner to define movement in relation to another person, shape, or group. Activities should encourage students to change partners since they are flexible with partners at this age. At this stage students learn through a variety of modalities and through kinesthetic learning.

### Movement Skills and Movement Knowledge

At this stage a student learns to define movement in relation to another person, shape, group, or group shape. This type of motor development requires a total physical response or a response from the entire body.

- Move to open spaces within boundaries while traveling at increasing rates of speed.
- The student will demonstrate balance on the ground and on objects, using bases of support other than both feet.
- Student will demonstrate skipping, leaping, hopping, galloping, and sliding using proper form.
- Student will perform dance sequences with a partner such as folk dance.

### Manipulative skills: solo and with a partner

- Throw a ball for distance, using proper form.
- Catch a gently thrown ball above the waist, reducing the impact of force.
- Catch a gently thrown ball below the waist, reducing the impact of force.
- Kick a slowly rolling ball.
- Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- Hand dribble with control a ball for a sustained period.
- Foot dribble with control a ball along the ground.
- Jump a rope turned repeatedly, self turned.
- Perform abdominal curls and push ups.
- Demonstrate proper form for stretching hamstrings, quadriceps, shoulders, biceps, and triceps.

#### *Health and Performance:*

- Students will learn the fuel requirements of the body during physical activity and non -activity.
- Student will learn the role of moderate to vigorous activity to achieve fitness or to maintain fitness levels.
- Identify ways to increase physical activity outside of school.

- Student will learn the importance drinking enough water to help the body with temperature control and blood volume.

## Self Image

Students become more aware of others as their growth rates vary. They are able to see themselves in relationship to others. They are able to identify and appreciate their own positive and negative feelings and those of others.

- Participate in a wide variety of physical activities outside the physical education class.
- Accept responsibility for one's own behavior.
- Demonstrate respect for self, others, and equipment during physical activities.

## Social Development

In second grade children move from the sense of self in isolation to a sense of others and begin to acknowledge the concept of we and partners. At this time they have a an awareness of others that can help promote the knowledge of individual differences and different cultures. This awareness can be the beginning of encouraging children to accept and appreciate differences in others.

- Participate positively in physical activities that rely on cooperation.
- Interact positively with others regardless of personal differences.
- Take turns using a piece of equipment.



## Grade Three

Students by now have a strong enough self image to tolerate differences in how others react to them and are able to make well-defined combinations of movements. Reacting and responding to others is the main theme at this stage.

### Movement Skills and Movement Knowledge

At this stage motor ability increases as they gain better control. They are able to begin a concept of the order of a sequence in a movement. Students are willing to experiment with and explore alternative movements.

- Chase, flee, and move away from others in a constantly changing environment.
- Jump continuously forward-turning rope and backward turning rope.
- Balance while moving on a ground level balance beam.
- Perform a line dance, a circle dance, and a folk dance with a partner.

### Manipulative Skills

- Catch, while moving, an object thrown by a stationary partner.
- Roll a ball for accuracy toward a target.
- Throw a ball using the overhand pattern with increasing accuracy.
- Throw and catch a ball or object with a partner, increasing distance and maintain accuracy.
- Kick a ball to a stationary partner using the inside of the foot.
- Hand-dribble a ball continuously while moving around obstacles.
- Foot-dribble a ball continuously while moving around obstacles.

### Health and Performance

- Explain the importance of warm-up and cool-down exercises and their effect on the body.
- Perform increasing numbers of abdominal curl-ups and push-ups.
- Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- Explain that a stronger heart muscle can pump more blood with each beat.

## Self Image

At this stage children begin to express themselves by creating new movement patterns involving time, space, and flow. They identify their feelings and successes through activities that bring them joy through active play.

- Set a personal goal to improve a motor skill and work toward that goal in non-school time.
- Demonstrate respect for individual differences in physical abilities.
- Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.

## Social Development

Students learn to handle individual responsibilities and to resolve personal differences through play. They become more capable of working together for a common goal as they grow in their ability to cooperate and take turns. The formation of mixed gender groups should be encouraged.

- Accept the feelings resulting from challenge, success, and failure in physical activity.
- Play and assist others in activities in groups of three to five.
- Work in pairs or small groups to achieve an agreed-upon goal.
- Resolve conflicts in socially acceptable ways, with mutual benefit as the goal.

# Grade Four

At Fourth grade students are growing in definite patterns. They are between the stages of childhood and youth. Their eye-hand coordination is improved and they are becoming more skillful with their fine motor skills. Students at this stage have mastered many loco motor and non loco motor skills and are able to manipulate objects in a variety of ways.

## Movement Skills and Movement Knowledge

Students at this level are able to refine their motor skills in comparison with proficiency standards. They are able to use space and distance appropriately as they progress toward accuracy, they learn about the concept of projection, and knowing how to generate force.

- Change direction quickly to maintain the spacing between two players.
- Change direction quickly to increase the spacing between two players.
- Determine the spacing between offensive and defensive players based on the speed of the players.
- Jump a self- turned rope.
- Perform a series of basic square-dance steps.

## Manipulative Skills

- Throw and catch an object with a partner while both partners are moving.
- Throw overhead at increasingly smaller targets, using proper follow-through.
- Throw a flying disc for distance, using the backhand movement pattern.
- Catch a fly ball above the head, below the waist, and away from the body.
- Kick a ball to a moving partner, using the inside of the foot.
- Kick a stationary ball from the ground into the air.
- Punt a ball dropped from the hands.
- Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
- Serve a lightweight ball to a partner, using the underhand movement pattern.
- Strike a gently tossed ball with a bat, using a side orientation.
- Keep a foot-dribbled ball away from a defensive partner.
- Keep a hand-dribbled ball away from a defensive partner.
- Stop a kicked ball by trapping it with the foot while standing still.
- Volley a tossed lightweight ball, using the forearm pass.

## Health and Performance

- Perform increasing numbers of each: abdominal curl-ups and push-ups.
- Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.
- Identify healthful choices for meals and snacks that help improve physical performance.
- Explain why the body needs water before, during and after physical activity.
- Assess health-related physical fitness by using a scientifically based health related fitness assessment.

## Self Image

Students at this level are ready to deal with success and failure and are more perceptive and accepting of similarities and differences. It is a time for developing positive attitudes toward victory and defeat. There is a sense of appreciation of various cultures and different styles of movement. Students appreciate a sense of personal uniqueness in movement and become aware of the similarities and differences between themselves and others.

- Accept responsibility for one's own performance without blaming others.
- Respond to winning and losing with dignity and respect.
- Act in a safe manner during physical activity.
- Work independently and on task for small-group activities.

## Social Development

Students at this stage are ready to take initiative within the group and demonstrate leadership as well as learn to be a good follower. It is appropriate to introduce more complex games that challenge and increase performance abilities and enhance social skills. At this level fourth graders are able to cooperate with a partner in using equipment and helping one another improve object manipulation skills. They begin to appreciate personal differences and value the rights of others. They want to follow rules; thus, they need to learn to cope with conflicts and disputes by practicing conflict resolution skills.

- Include others in physical activities and respect individual differences in skill and motivation.
- Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
- Recognize that God has given us different gifts, and that individual differences can bring attributes to group activities.

# Grade Five

Fifth graders continue to manipulate a variety of objects according to more specific goals. At this level accuracy and speed become important with more focus on targets. Now eye-hand, eye-foot, and other forms of coordination begin to come together. They take pride in individual achievements and celebrate their successes. Fifth grade students are continually trying to improve their motor skills. At this stage the concept of fairness is emphasized. Students may change rules in order to achieve fairness for all involved. Also at this stage cooperative learning parallels other academic subjects, thus we see groups expand to include five or more students.

## Movement Skills and Movement Knowledge

At this level specific body types are more efficient in certain movements, skills, and activities as body size and strength increase steadily. Students become more proficient in basic skills, such as running, jumping, and throwing. They manipulate objects through space and accuracy and with the added element of speed. Students learn as they practice for skill and accuracy that the desired expectation determines the type of practice needed to achieve that goal.

- Jump for height, using proper takeoff and landing form.
- Jump for distance, using proper takeoff and landing form.
- Enter, jump, and leave a long rope turned by others.

### *Manipulative Skills*

- Throw a flying disc accurately at a target and to a partner, using the backhand movement.
- Throw and catch an object underhand and overhand while avoiding an opponent.
- Punt a ball, dropped from the hands, at a target.
- Stop a kicked ball by trapping it with the foot while moving.
- Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
- Hit a softly tossed ball backhanded with a paddle or racket.
- Strike a tossed ball, with different implements, from a side orientation.
- Serve a light weighted ball over a low net, using underhand movement pattern.
- Dribbling a ball (by hand or foot) while preventing another person from stealing the ball.
- Dribble a ball and kick it toward a goal while being guarded.
- Pass a ball back and forth with a partner, using a chest pass and bounce pass.
- Volley a tossed ball to an intended location.

### *Health and Performance*

- Increase the number of curl-ups.
- Increase the number of push-ups.

- Assess physical fitness using a scientifically based health-related fitness assessment.
- Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
- Explain the importance of healthy food choices to enhance performance in physical activity.

## Self Image

At this level students learn to establish goals and select the practice techniques appropriate to the most immediate goals. In game-like activities they use more than two skills to achieve objectives in the game. Experiencing individual satisfaction increases at this stage as a motivational factor for future participation in a variety of activities.

- Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
- Contribute ideas and listen to the ideas of others in cooperative problem solving activities.
- Acknowledge orally the contributions and strengths of others.

## Social Development

At this stage students thrive in small group activity and interact in cooperative play in groups of three to five. They assume increasingly complex roles in cooperative activities; begin to develop an awareness of individual differences related to gender, cultural heritage, ethnicity, and physical ability; and appreciate the positive aspects of diversity.

- Accommodate individual differences in others' physical abilities in small-group activities.
- Appreciate physical games and activities reflecting diverse heritages.
- Demonstrate fairness in games and activities.
- Demonstrate the similarities and differences in physical education in different regions of the United States.

# Grade Six

At this stage students are able to combine various skills and cooperative activities and give appropriate feedback to others. They are more independent in thought and action than younger students they are also more likely to seek out new challenges in individual and group activities. They have a strong interest in team play and organized games, learning experiences that focus on developing the skills required for a cooperative effort toward a common goal.

## Movement Skills and Movement Knowledge

Students are ready to combine skills for practice in lead-up games (a team, individual, or dual activity leading to an organized sport). These activities facilitate the learning of physical skills while allowing for cooperative effort. Students learn concepts related to Newton's third law. That is, when struck, an object will rebound in the opposite direction with the same amount of force with which it is hit. The harder an object is hit, the greater will be the force that causes the object to rebound in the opposite direction.

## Manipulative Skills

- Volley an object repeatedly with a partner, using the forearm pass.
- Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- Dribble and pass a ball to a partner while being guarded.
- Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
- Develop, refine, and demonstrate routines to music.

## Combinations of Movement Patterns and Skills

- Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- Combine motor skills to play a lead-up or modified game.
- Demonstrate a routine, combining various jump-rope movements to music.

## Health and Performance

- Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using scientifically based health-related fitness assessment.
- Compare individual physical fitness results with research-based standards for good health.
- Participate in moderate to vigorous physical activity a minimum of four days each week.
- Monitor the intensity of one's heart rate during physical activity.
- Distinguish between effective and ineffective warm-up and cool down techniques.
- Classify physical activities as aerobic or anaerobic.

## Self Image

At this stage, students are able to recognize stylistic differences in performance, develop a more realistic self-image, and form collective attitudes as members of a group. They are willing to work cooperatively toward a common goal because of their desire for recognition within the group is strong. The physical education experience should foster in each student a sense of acceptance and belonging and of being valued within the group or on a team.

- Participate productively in-group physical activities.
- Evaluate individual responsibility in-group efforts.
- Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.
- Participate daily in some form of health-enhancing physical activity and identify the benefits resulting from this participation.

## Social Development

Students at this level begin to recognize the validity of rule-application and to accept that fairness applies to all. As students work in cooperative groups, they learn to provide one another with feedback and support in skill execution. Sixth graders learn through experimentation that specific, positive, corrective feedback improves skill development more rapidly than general, negative, or neutral feedback and that the more promptly feedback is given after performance, the more meaningful the feedback is. They also learn that cooperation includes interacting with opponents in competitive activities to facilitate mutual development of skills. They are able to interact positively with others to develop friendships and participate in peer coaching activities with a partner.



- Identify and define the role of each participant in a cooperative physical activity.
- Identify and agree on a common goal when participating in a cooperative physical activity.
- Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
- Recognize the role of games, sports, and dance in getting to know and understand others with individual likeness and differences.
- Recognize the interrelationship between history and culture and games, sports, play, and dance.

## Grade Seven

There are rapid physical, social and emotion changes occurring at this level. Students are beginning to look for a sense of belonging, community, peer group, and team even as they are gaining more confidence in individual activities. They have an eagerness to test themselves, both individually and in groups. At this time it is appropriate to introduce individual sports rather than focus exclusively on team sports.

### Movement Skills and Movement Knowledge

Seventh graders should learn more about the principles of spin and rebound. Spin results when force is applied off the center of an object. Students should become familiar with and begin to experiment with spins of various types; counter clockwise, clockwise, backspin, and topspin. They should learn how spin can be used to gain strategic advantage by players who understand how to apply it.

Motor learning at this level is based on performance is measurable in terms of technique, accuracy, distance, and speed. They should be able to chart their own motor skill development in specific activities and events.

Seventh graders should understand that interrelationship of the health-fitness components in the development of optimum health and thus select specific exercises for each component. It is a good time to introduce the FIT guidelines for physical exercise, which are the appropriate frequency, intensity, and time required for the benefits to be accrued in each health-fitness component.

At this stage student's growth rates vary considerably during this period of development. Many experience their most rapid growth, and an increasing number show signs of puberty. Students need to be aware that they must continue strenuous activity to maintain strength, speed, and endurance as their bodies change. They should be aware of the impact of such factors as exercise, relaxation, nutrition, stress, and substance abuse on the body's well being.

#### *Manipulative*

- Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- Perform multicultural dances.

#### *Combinations of Movement Patterns and Skills*

- Combine manipulative, loco motor, and non loco motor skills into movement patterns.
- Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.

- Evaluate individual measures of physical fitness in relationship to patterns of physical activity.

### *Health and Performance*

- Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- Participate in moderate to vigorous physical activity a minimum of four days each week.
- Assess, set, and meet current health-related fitness standards as defined by fitness testing.
- Describe the role of physical activity and nutrition in achieving physical fitness.
- Identify the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body's ability to participate in physical activity.
- Explain the effects of physical activity on heart rate during exercise, during recovery phase and while the body is at rest.

## Self Image

At this level students should be given a variety of opportunities to experience controlled risks. Students are more likely to accept the challenge of setting personal goals for improvement related to health fitness and performance skills.

- Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- Accept responsibility for individual improvement.
- Accept and respect decisions made by game officials whether they are students, teachers, or referees.
- Analyze potential consequences when confronted with a behavior choice.
- Demonstrate appropriate sportsmanship.
- Describe the relationship between a healthy lifestyle and physical, emotional, and social well being as is God's intention for us.

## Social Development

Seventh graders are increasingly able to meet challenges, solve problems, and resolve conflicts within a group. They are more likely to express an appreciation for cooperation and fair play as they adhere to group rules. Students develop confidence to overcome anxieties associated with attempting something new making new friends, and beginning to accept their own limitations.

- Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.
- Evaluate the effect of expressing encouragement to others while participating in a group physical activity.

- Identify the responsibilities of a leader in physical activity.
- Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- Handle conflicts that arise with others without confrontation.
- Work cooperatively with more and less skilled peers.

# Grade Eight

Students at this level are able to focus on a common group or team goal over a long term, working together to solve problems during group activities. The emphasis toward team sports, including defensive and offensive strategies. Students should be encouraged to continue participation in group activities because all aspects of the personal development of eighth graders, both physical and mental, are still evolving.

## Movement Skills and Movement Knowledge

Students should have experienced a wide variety of activities by the end of eighth grade. They should begin to understand the relationship among sports skills. A comparison of the offensive and defensive techniques used in team sports should be offered to help eighth graders learn the basic principles of strategy.

At this stage students learn the principles of rotation. That is, to rotate an object one must apply torque. That the closer the mass is to the axis, the greater the rotary velocity will be. They should also be able to distinguish the health-related fitness components of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

### *Manipulative*

- Identify and demonstrate square dance steps, positions, and pattern set to music.
- Demonstrate competence in modified versions of a variety of movement forms.
- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- Explain the rotation principles used in performing various manipulative skills.
- Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- Apply loco motor, non loco motor, and manipulative skills to team physical activities.

### *Combination of Movement Patterns and Skills*

- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- Explain rotation principles used in performing various manipulative skills.
- Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.

### *Health and Performance*

- Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- Participate in moderate to vigorous physical activity a minimum of four days each week.
- Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.

## Self Image

At this level, students should have developed skills needed to reduce stress. Their higher level of motor achievement provides a basis for establishing new personal goals that they can realistically attain.

- Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- Organize and work cooperatively with a group to achieve the goals of the group.
- Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.
- Become more skilled in a favorite physical activity.
- Identify and evaluate the relationship between a healthy lifestyle and physical, emotional, intellectual, and spiritual, well being as is God's intention for us.

## Social Development

Students at this stage are able to accept responsibility for their behavior and resolve individual and group conflicts. They are mature enough to recognize the differences between ethical and unethical behavior and appreciate the importance of fair play, cooperation, and competition in team games, activities, and sports. Team games and team sports are of great interest and value to eighth graders of both genders because they help satisfy the students' need to feel a sense of belonging to a group.

Team sports units should include the history, rules, and strategy of each sport. Group affiliation assumes added importance at this level, with the emphasis being placed on team participation, roles of group members, group loyalty, and the identification of ethical and unethical behavior in group activities.

- Identify positive and negative peer influences.
- Recognize in playing team sports that rules are fair and allow for maximum and safe participation.
- Make choices based on the safety of others.
- Accept the roles of group members within the structure of a game or activity.
- Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

## ENDNOTES

California Department of Education: Physical Education Framework: Copyright 1994.

California Department of Education: *Physical Education Model for California Public Schools, Kindergarten Through Grade Twelve*; copyright: 2006.

NASPE: Moving Into The Future: National Standards for Physical Education, A Guide to Content and Assessment: Mosby-Year Book, Inc. St. Louis, MO, Copyright 1995.