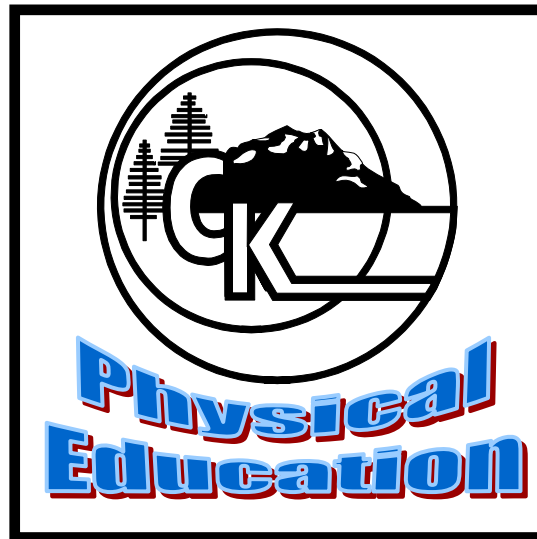


Central Kitsap School District

Instruction Driven by Standards

Revised
Summer, 1999



Essential Learnings

Central Kitsap School District

9210 Silverdale Way NW
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Board of Directors 2001-2002

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Christy B. Cathcart
Carl R. Johnson
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Superintendent

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Executive Director for Curriculum and Instruction

Janell Newman, Ed.D.

Central Kitsap School District #401 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex, or handicap. This holds true for all District employment and opportunities.

PHYSICAL EDUCATION ESSENTIAL LEARNINGS

COMMITTEE MEMBERS

Eddie Beloate, Emerald Heights Elementary
Pam Calnan, Klahowya Secondary School
Glenn Eklund, Cougar Valley Elementary
John Freeman, Olympic High School
Jan Gleich, Ridgetop Junior High
James Hampton, Brownsville Elementary
Bev Hurd, Fairview Junior High
Lars Jorstad, Central Kitsap High School
Vicki McKenzie, Parent
Miles Hemmersbach, PineCrest Elementary
Lisa Pitcher, Seabeck Elementary
Kelly Raber, Woodlands Elementary
Ted Vaughn, Olympic High School, Physical Education Coordinator

PHYSICAL EDUCATION

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CENTRAL KITSAP SCHOOL DISTRICT PHYSICAL EDUCATION PROGRAM STANDARDS

A Physically Educated Student:

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Applies fitness concepts and principles to develop and implement wellness plans which include fitness, nutrition and weight management.
- Achieves and maintains a health-enhancing level of physical fitness.
- Demonstrates responsible personal and social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction and health.

CKSD PHYSICAL EDUCATION PROGRAM STANDARD CHECK SHEET GRADE 3

By the end of grade 3 physically educated students should be able to:

- “ Perform and combine basic locomotor and nonlocomotor movement patterns
- “ Demonstrate with skill a variety of ways to send, receive and travel
- “ Change speed, shape, directions, and levels
- “ Move to a rhythm
- “ Move safely in personal and general space
- “ Perform safely as an individual, a partner and with a team
- “ Follow basic rules and procedures in activities and games
- “ Know the effects (increased heart rate, rapid breathing, sweating) and the benefits (strong, healthy heart, increased energy) of physical activities
- “ Understand vocabulary for basic fitness concepts
- “ Know factors that influence food choices (e.g., activity levels, peers, family, advertising, age)
- “ Classify food according to food groups and major nutrients (e.g., fats, carbohydrates, proteins, minerals, vitamins, water, fiber)
- “ Know the benefits of proper nutrition, physical activity and high levels of physical fitness (e.g., stress management, reduction of fatigue through muscular strength and endurance)
- “ Work in a group to accomplish a set goal in both cooperative and competitive activities
- “ Understand the physical differences in people

CKSD PHYSICAL EDUCATION PROGRAM STANDARD CHECK SHEET GRADE 6

By the end of grade 6 physically educated students should be able to:

- “ Exhibit mature patterns in throwing, catching, striking, and kicking skills
- “ Use mature forms of balance and weight transfer activities
- “ Use space in offensive and defensive situations with or without objects
- “ Use space safely as an individual
- “ Display good sportsmanship and respect for the instructional environment
- “ Demonstrate a thorough knowledge of the five health-related components of fitness
- “ Participate in fitness assessment and use the results to set personal fitness goals
- “ Know how to modify activities to be more health-enhancing
- “ Use a variety of strategies to improve and maintain muscular strength and endurance, cardiovascular endurance, flexibility and body composition
- “ Monitor personal nutrition patterns using national dietary guidelines
- “ Know healthy eating practices
- “ Understand the relationship between movement, fitness, nutrition and a healthy lifestyle
- “ Work cooperatively
- “ Appreciate the differences and similarities among classmates

CKSD PHYSICAL EDUCATION PROGRAM STANDARD CHECK SHEET GRADE 9

By the end of grade 9 physically educated students should be able to:

- “ Use advanced skills in selected physical activities (e.g., throw and catch efficiently while guarded)
- “ Analyze and improve personal progress on basic activities
- “ Use physical activity as a vehicle for self-expression
- “ Use safety and social skills in group and individual activities
- “ Use a variety of strategies to improve and maintain the components of fitness
- “ Understand and appreciate the lifelong benefits of physical activity
- “ Analyze level of fitness using a nationally normed test and develop a personal fitness plan incorporating the principles of training
- “ Understand basic body composition
- “ Design and monitor nutritional needs based on national dietary guidelines, gender, age, and activity level
- “ Cooperate when working in small and large groups
- “ Appreciate varying abilities

CKSD PHYSICAL EDUCATION PROGRAM STANDARD CHECK SHEET GRADE 12

By the end of grade 12 physically educated students should be able to:

- “ Utilize proper body mechanics when participating in a physical activity
- “ Demonstrate advanced strategies and refine skills on activities
- “ Identify movement errors and correct them
- “ Adhere to class safety rules and respect the abilities and differences of others
- “ Recognize and perform warm-up and cool-down activities
- “ Participate in vigorous activity for a sustained period and maintain target heart rate
- “ Use fitness assessments to guide personal fitness goals
- “ Establish a post-graduation personal wellness plan including fitness, nutrition, weight management and disease prevention
- “ Cooperate with others while practicing concepts of sportsmanship and fair play
- “ Identify related physical educational activities that can be pursued in the local community

Program Standards: Grade 1 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student develops, as physically capable, physical skills (locomotor, nonlocomotor, and manipulative) and learns to control the body in motion.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> <input type="checkbox"/> Moves safely with an awareness of both personal and general space 	<ul style="list-style-type: none"> <input type="checkbox"/> Change directions, levels, and pathways <input type="checkbox"/> Maintain control while starting, moving, and stopping 	<ul style="list-style-type: none"> <input type="checkbox"/> Locomotor activities <input type="checkbox"/> Movement activities <input type="checkbox"/> Tag games <input type="checkbox"/> Roller racers 	<ul style="list-style-type: none"> <input type="checkbox"/> Roller skating <input type="checkbox"/> Tumbling <input type="checkbox"/> Dance
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of basic manipulative skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Work individually and in small groups to throw, catch, kick, and strike 	<ul style="list-style-type: none"> <input type="checkbox"/> Ball skills <input type="checkbox"/> Hoops <input type="checkbox"/> Scarf juggling 	<ul style="list-style-type: none"> <input type="checkbox"/> Scoops <input type="checkbox"/> Paddles
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of basic nonlocomotor skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore bending, stretching, twisting, turning, and balancing 	<ul style="list-style-type: none"> <input type="checkbox"/> Gymnastics <input type="checkbox"/> Creative movement 	<ul style="list-style-type: none"> <input type="checkbox"/> Dance <input type="checkbox"/> Warm-ups

Program Standards: Grade 1 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student follows rules and safety procedures and practices sportsmanship and cooperation in supervised games and fitness activities.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
☐ Follows the basic rules and procedures in selected activities and playground games	☐ Explore how rules keep people safe and allow everyone to have fun	☐ Playground activities ☐ Tag games ☐ Locomotor activities	☐ Cooperation ☐ Discussion ☐ Roller skating
☐ Understands the social contributions of physical activity	☐ Have fun and get to know new people by playing games together	☐ Roller racers ☐ Parachute ☐ Ball skills ☐ Gymnastics	☐ Scooters ☐ Roller skating ☐ Chuck ¶ems
☐ Works cooperatively with others during games and fitness activities	☐ Take turns, encourage others, listen to other ideas	☐ Cooperatives ☐ Tag games ☐ Warm-ups	☐ Relays ☐ Rope climbing ☐ Dance

Program Standards: Grade 1 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops a fitness vocabulary while participating regularly in a variety of physical activities for fitness and play.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Understands vocabulary of personal and general space	☐ Respond appropriately to teacher directions: freeze, self-space, general space	☐ ☐Freeze☐ games ☐ Creative movement ☐ Obstacle course ☐ Safety signal ☐ Stations
☐ Understands terms that describe a variety of relationships with objects	☐ Go over, under, behind, through...as described	☐ Bean bag activities ☐ Obstacle course ☐ Gymnastics ☐ Ball skills
☐ Uses physical fitness skills in basic activities that cause cardiovascular exertion	☐ Know that sweating, rapid breathing, and increased heart rate are signs of good exercise	☐ Warm-up activities ☐ Roller skating ☐ Aerobic activities ☐ Fitness games ☐ Tag ☐ Jogging ☐ Track activities
☐ Uses physical fitness skills to complete all components of a health-related fitness assessment	☐ Participate in activities that motivate students to work on fitness skills throughout the year	☐ Fitness test ☐ Warm-ups ☐ Fitness games ☐ Jump rope

Program Standards: Grade 1 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student identifies the nutrients provided by a variety of foods and describes how body and physical performance are affected by food consumption.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Classifies food and food combinations according to the food groups	☐ Explore components of the food pyramid: grains, fruits, vegetables, milk, meat, ☐others☐	☐ Fitness games ☐ Discussion ☐ Food pyramid
Benchmark B: The student understands the physical benefits of movement, fitness, and nutrition.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Knows the effects of physical activity	☐ Explore the concepts of increased heart rate/breathing and sweating during vigorous activity	☐ Aerobic activities ☐ Warm-ups ☐ Fitness games ☐ Discussion
☐ Knows the benefits of physical activity	☐ Explore the idea that regular physical activity helps improve muscle strength, makes the heart healthy, and helps one have more energy	☐ Warm-ups ☐ Discussion ☐ Aerobic activities ☐ Fitness games

Program Standards: Grade 2 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student develops, as physically capable, physical skills (locomotor, nonlocomotor, and manipulative) and learns to control the body in motion.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of locomotor movements and pathways to move safely through space 	<ul style="list-style-type: none"> <input type="checkbox"/> Change speed and direction while walking, running, jumping, hopping, galloping, sliding, skipping, and leaping 	<ul style="list-style-type: none"> <input type="checkbox"/> Locomotor activities <input type="checkbox"/> Obstacle course <input type="checkbox"/> Aerobic movements <input type="checkbox"/> Roller skating <input type="checkbox"/> Roller racers 	<ul style="list-style-type: none"> <input type="checkbox"/> Jump rope <input type="checkbox"/> Stations <input type="checkbox"/> Tag games <input type="checkbox"/> Heart unit
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of manipulative and weight transfer skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of objects to kick, strike, and throw to a target <input type="checkbox"/> Transfer weight effectively from feet to a variety of body parts 	<ul style="list-style-type: none"> <input type="checkbox"/> Ball skills <input type="checkbox"/> Stilts <input type="checkbox"/> Hoops 	<ul style="list-style-type: none"> <input type="checkbox"/> Gymnastics <input type="checkbox"/> Skating <input type="checkbox"/> Juggling
<ul style="list-style-type: none"> <input type="checkbox"/> Uses transitions between sequential motor skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Link together 2-3 step movement patterns 	<ul style="list-style-type: none"> <input type="checkbox"/> Gymnastics <input type="checkbox"/> Track activities <input type="checkbox"/> Creative movement 	<ul style="list-style-type: none"> <input type="checkbox"/> Ball skills <input type="checkbox"/> Tumbling <input type="checkbox"/> Dance
<ul style="list-style-type: none"> <input type="checkbox"/> Uses control in balance activities on a variety of body parts 	<ul style="list-style-type: none"> <input type="checkbox"/> Use static and dynamic balances 	<ul style="list-style-type: none"> <input type="checkbox"/> Gymnastics <input type="checkbox"/> Creative movement <input type="checkbox"/> Stilts 	<ul style="list-style-type: none"> <input type="checkbox"/> Pogo sticks <input type="checkbox"/> Tumbling

Program Standards: Grade 2 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student follows rules and safety procedures and practices sportsmanship and cooperation in supervised games and fitness activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> <input type="checkbox"/> Follows the basic rules and procedures in selected activities and playground games 	<ul style="list-style-type: none"> <input type="checkbox"/> Play by the rules and accept consequences of the game 	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Playground games <li style="width: 50%;"><input type="checkbox"/> Ball skills <li style="width: 50%;"><input type="checkbox"/> Roller skating <li style="width: 50%;"><input type="checkbox"/> Tag games <li style="width: 50%;"><input type="checkbox"/> Discussion
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the social contributions of physical activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Cooperate and interact with others, be part of a group effort, learn to solve conflicts peacefully 	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Ball skills <li style="width: 50%;"><input type="checkbox"/> Cooperatives <li style="width: 50%;"><input type="checkbox"/> Playground games

Program Standards: Grade 2 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops a fitness vocabulary while participating regularly in a variety of physical activities for fitness and play.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of strategies to improve and maintain muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate frequently and vigorously in fitness activities 	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Fitness games <li style="width: 50%;"><input type="checkbox"/> Rope climbing <li style="width: 50%;"><input type="checkbox"/> Stretching <li style="width: 50%;"><input type="checkbox"/> Jogging <li style="width: 50%;"><input type="checkbox"/> Aerobic activities <li style="width: 50%;"><input type="checkbox"/> Warm-ups
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the vocabulary of basic movement concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore concepts of fast/slow speeds, high/low levels, explosive/smooth energy 	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Locomotor movements <li style="width: 50%;"><input type="checkbox"/> Ball skills <li style="width: 50%;"><input type="checkbox"/> Gymnastics <li style="width: 50%;"><input type="checkbox"/> Hula hoops <li style="width: 50%;"><input type="checkbox"/> Creative movement <li style="width: 50%;"><input type="checkbox"/> Dance <li style="width: 50%;"><input type="checkbox"/> Nonlocomotor movements
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the critical elements of a variety of basic movement patterns 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and utilize lead leg, support leg, opposition, and starting stance 	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Ball skills <li style="width: 50%;"><input type="checkbox"/> Gymnastics <li style="width: 50%;"><input type="checkbox"/> Racquet games <li style="width: 50%;"><input type="checkbox"/> Dance <li style="width: 50%;"><input type="checkbox"/> Locomotor movements
<ul style="list-style-type: none"> <input type="checkbox"/> Uses physical fitness skills to complete all components of a health-related fitness assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in activities that motivate students to work on fitness skills throughout the year 	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Fitness test <li style="width: 50%;"><input type="checkbox"/> Fitness games <li style="width: 50%;"><input type="checkbox"/> Warm-ups <li style="width: 50%;"><input type="checkbox"/> Jump rope

Program Standards: Grade 2 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student identifies the nutrients provided by a variety of foods and describes how body and physical performance are affected by food consumption.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Classifies food and food groups by major nutrients	☐ Explore major nutrients and how they relate to the food pyramid: fat, carbohydrates, protein, vitamins, minerals, water, fiber	☐ Fitness activities ☐ Discussion ☐ Food pyramid
Benchmark B: The student understands the physical benefits of movement, fitness, and nutrition.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Understands the effects of nutrition and physical activity on physical fitness	☐ Explore the relationship between healthy eating, regular exercise, and improved fitness levels	☐ Fitness activities ☐ Warm-ups ☐ Discussion

Program Standards: Grade 3 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student develops, as physically capable, physical skills (locomotor, nonlocomotor, and manipulative) and learns to control the body in motion.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> ☐ Uses spatial awareness to move safely in a variety of settings 	<ul style="list-style-type: none"> ☐ Move with control individually, with a partner, in small groups, and in large groups 	<ul style="list-style-type: none"> ☐ Locomotor activities ☐ Cooperatives ☐ Warm-up activities ☐ Roller skating ☐ Hoops ☐ Heart unit 	<ul style="list-style-type: none"> ☐ Tag games ☐ Tumbling ☐ Roller racers ☐ Dance ☐ Parachute
<ul style="list-style-type: none"> ☐ Knows the basic steps of a variety of manipulative skills 	<ul style="list-style-type: none"> ☐ Perform preparatory and follow-through motions when throwing, kicking, striking, and catching 	<ul style="list-style-type: none"> ☐ Track & field events ☐ Racquet activities ☐ Frisbees 	<ul style="list-style-type: none"> ☐ Ball skills ☐ Lead-up games ☐ Juggling

Program Standards: Grade 3 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student follows rules and safety procedures and practices sportsmanship and cooperation in supervised games and fitness activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> <input type="checkbox"/> Works in a group to accomplish a set goal in both cooperative and competitive activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate effectively with peers by sharing ideas and listening to others 	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Cooperatives <li style="width: 50%;"><input type="checkbox"/> Ball skills <li style="width: 50%;"><input type="checkbox"/> Fitness activities <li style="width: 50%;"><input type="checkbox"/> Parachute <li style="width: 50%;"><input type="checkbox"/> Lead-up games <li style="width: 50%;"><input type="checkbox"/> Gymnastics <li style="width: 50%;"><input type="checkbox"/> Jump rope (partner & long ropes)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the physical differences in people 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how activities can be modified to accommodate differences in physical ability, developmental maturity, age, body type, and cultural influences 	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Ball skills <li style="width: 50%;"><input type="checkbox"/> Lead-up games <li style="width: 50%;"><input type="checkbox"/> Obstacle courses <li style="width: 50%;"><input type="checkbox"/> Cooperatives <li style="width: 50%;"><input type="checkbox"/> Fitness activities <li style="width: 50%;"><input type="checkbox"/> Rope climbing

Program Standards: Grade 3 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops a fitness vocabulary while participating regularly in a variety of physical activities for fitness and play.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> ☐ Uses a variety of strategies to improve and maintain muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> ☐ Participate frequently and vigorously in fitness activities ☐ Begin to set personal fitness goals and records 	<ul style="list-style-type: none"> ☐ Fitness games ☐ Jump rope ☐ Aerobic activities ☐ Goal-setting sheets 	<ul style="list-style-type: none"> ☐ Warm-ups ☐ Rope climbing ☐ Step benches
<ul style="list-style-type: none"> ☐ Understands the vocabulary of basic fitness concepts 	<ul style="list-style-type: none"> ☐ Explore concepts of pulse, muscular strength, flexibility, stretching 	<ul style="list-style-type: none"> ☐ Fitness activities ☐ Warm-ups 	<ul style="list-style-type: none"> ☐ Fitness test ☐ Discussion
<ul style="list-style-type: none"> ☐ Uses physical fitness skills to complete all components of a health-related fitness assessment 	<ul style="list-style-type: none"> ☐ Participate in activities that motivate students to work on fitness skills throughout the year 	<ul style="list-style-type: none"> ☐ Fitness games ☐ Jump rope 	<ul style="list-style-type: none"> ☐ Fitness test ☐ Warm-ups

Program Standards: Grade 3 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student identifies the nutrients provided by a variety of foods and describes how body and physical performance are affected by food consumption.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Knows factors that influence food choices	☐ Explore how differences in activity level, peer groups, family habits, advertising, and age affect eating patterns	☐ Discussion
Benchmark B: The student understands the physical benefits of movement, fitness, and nutrition.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Knows the benefits of proper nutrition, physical activity, and high levels of physical fitness	☐ Explore concepts of lifelong health, stress management, and reduction of fatigue through proper nutrition and fitness	☐ Fitness activities ☐ Discussion ☐ Relaxation techniques

Program Standards: Grade 4 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student develops, as physically capable, fundamental physical skills and applies more complex skills to a variety of movement activities.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> <input type="checkbox"/> Understands how spatial awareness and different capabilities among individuals affect motor skill development 	<ul style="list-style-type: none"> <input type="checkbox"/> Move safely and efficiently in both cooperative and competitive environments, with students of all ability levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Stilts <input type="checkbox"/> Cooperative games <input type="checkbox"/> Tumbling <input type="checkbox"/> Lead-up games 	<ul style="list-style-type: none"> <input type="checkbox"/> Unicycles <input type="checkbox"/> Ball skills <input type="checkbox"/> Gymnastics
<ul style="list-style-type: none"> <input type="checkbox"/> Uses the basic steps for a variety of manipulative skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Perform multiple-step skill sequences (including preparatory and follow-through motions) in individual skill work, small groups, and modified games 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead-up games <input type="checkbox"/> Racquet activities <input type="checkbox"/> Frisbees 	<ul style="list-style-type: none"> <input type="checkbox"/> Ball skills <input type="checkbox"/> Juggling
<ul style="list-style-type: none"> <input type="checkbox"/> Uses mature form in balance activity on a variety of apparatuses 	<ul style="list-style-type: none"> <input type="checkbox"/> Use balance skills in a sequence in and on appropriate equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> Large apparatus <input type="checkbox"/> Gymnastics <input type="checkbox"/> Unicycles 	<ul style="list-style-type: none"> <input type="checkbox"/> Stilts <input type="checkbox"/> Roller skating

Program Standards: Grade 4 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student follows rules and safety procedures and practices sportsmanship, cooperation, and teamwork in a variety of games and fitness activities.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> ☐ Knows safety rules, practices, and equipment for a variety of activities 	<ul style="list-style-type: none"> ☐ Apply safety features of a variety of activities 	<ul style="list-style-type: none"> ☐ Roller skating ☐ Unicycles ☐ Recreational activities 	<ul style="list-style-type: none"> ☐ Rope climbing ☐ Gymnastics ☐ Discussion
<ul style="list-style-type: none"> ☐ Understands elements of good sportsmanship 	<ul style="list-style-type: none"> ☐ Accept referee's decision, use appropriate language, acknowledge and praise the efforts of others 	<ul style="list-style-type: none"> ☐ Ball skills ☐ Fitness games 	<ul style="list-style-type: none"> ☐ Cooperatives ☐ Modified sports

Program Standards: Grade 4 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student measures physical fitness, sets fitness and activity goals, and explores a variety of activities to maintain healthy levels of cardiorespiratory fitness, muscular strength-endurance-flexibility, and body composition.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of strategies to improve and maintain muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate frequently and vigorously in fitness activities <input type="checkbox"/> Set personal fitness goals and records 	<ul style="list-style-type: none"> <input type="checkbox"/> Warm-up activities <input type="checkbox"/> Aerobic activities <input type="checkbox"/> Jump rope 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness games <input type="checkbox"/> Rope climbing <input type="checkbox"/> Roller skating
<ul style="list-style-type: none"> <input type="checkbox"/> Knows the five health-related components of fitness 	<ul style="list-style-type: none"> <input type="checkbox"/> Thoroughly explore the concepts of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> <input type="checkbox"/> Warm-ups <input type="checkbox"/> Discussion 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness games
<ul style="list-style-type: none"> <input type="checkbox"/> Uses physical fitness skills to complete all components of a health-related fitness assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in activities that motivate students to work on fitness skills throughout the year 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness games <input type="checkbox"/> Jump rope 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness test <input type="checkbox"/> Warm-ups

Program Standards: Grade 4 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student designs nutritional goals based on national dietary guidelines and individual activity needs.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Knows the purposes and sources of nutrients in food	☐ Explore what nutrients do for us and how we get them	☐ Warm-up activities ☐ Discussion ☐ Fitness games
Benchmark B: The student understands the results of movement, fitness, and nutrition practices in relation to other areas of life.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Knows about opportunities for participation in physical activities both in and out of school	☐ Discuss availability of recreational leagues, after school sports and clubs, and recess activity choices	☐ Bulletin boards ☐ Discussion
☐ Understands the connection between food consumption, energy expenditure, and physical fitness	☐ Explore the concepts of food as energy and calories in = calories out	☐ Fitness activities ☐ Discussion
☐ Understands the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being	☐ Explore basic concepts of wellness: how the body functions, what the body needs to function, health habits, stress management	☐ Fitness activities ☐ Discussion ☐ Recreational activities

Program Standards: Grade 5 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student develops, as physically capable, fundamental physical skills and applies more complex skills to a variety of movement activities.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
☐ Understands how spatial awareness contributes to success in organized activities	☐ Move to an open space in a game situation, and maintain appropriate distance from other players	☐ Playground games ☐ Roller skating ☐ Cooperatives	☐ Ball skills ☐ Modified sports
☐ Uses concepts of weight transfer, accuracy, and distance to move a variety of objects, including one's own body	☐ Explore center of gravity, body stability, angle of projection, and momentum	☐ Stilts ☐ Gymnastics ☐ Bowling ☐ Track and field activities	☐ Unicycles ☐ Ball skills ☐ Modified sports
☐ Knows activities that provide personal challenge	☐ Gain exposure to novel and innovative activities	☐ Cooperatives ☐ Ball skills ☐ Juggling	☐ Fitness activities ☐ Unicycles

**Program Standards: Grade 5
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student follows rules and safety procedures and practices sportsmanship, cooperation, and teamwork in a variety of games and fitness activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> □ Understands strategies and rules in a variety of sports and playground activities 	<ul style="list-style-type: none"> □ Apply concepts in modified game situations 	<ul style="list-style-type: none"> □ Playground activities □ Ball skills □ Modified sports □ Racquet skills

Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student measures physical fitness, sets fitness and activity goals, and explores a variety of activities to maintain healthy levels of cardiorespiratory fitness, muscular strength-endurance-flexibility, and body composition.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of strategies to improve and maintain muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate frequently and vigorously in fitness activities <input type="checkbox"/> Set personal fitness goals and records 	<ul style="list-style-type: none"> <input type="checkbox"/> Warm-up activities <input type="checkbox"/> Rope climbing <input type="checkbox"/> Modified sports 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness games <input type="checkbox"/> Jump rope <input type="checkbox"/> Roller skating
<ul style="list-style-type: none"> <input type="checkbox"/> Understands vocabulary related to physical fitness 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore the concepts of target heart rate, recovery heart rate, cool-down 	<ul style="list-style-type: none"> <input type="checkbox"/> Warm-ups <input type="checkbox"/> Discussion 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness activities
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies activities that improve each of the health-related components of physical fitness 	<ul style="list-style-type: none"> <input type="checkbox"/> Label/name/match fitness components to activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness activities <input type="checkbox"/> Recreational activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of criteria to set goals for improving health and fitness practices 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss activity requirements for strength building, improving cardiovascular endurance, weight maintenance or reduction 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness activities <input type="checkbox"/> Goal-setting sheets 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion
<ul style="list-style-type: none"> <input type="checkbox"/> Uses physical fitness skills to complete all components of a health-related fitness assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in activities that motivate students to work on fitness skills throughout the year 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness test <input type="checkbox"/> Jump rope 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness games <input type="checkbox"/> Warm-ups

Program Standards: Grade 5 Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student designs nutritional goals based on national dietary guidelines and individual activity needs.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Knows healthy eating practices 	<ul style="list-style-type: none"> ☐ Explore the importance of eating breakfast, a variety of foods, nutritious meals, healthy snacks ☐ Explore individual energy and growth requirements 	<ul style="list-style-type: none"> ☐ Fitness activities ☐ Discussion ☐ Bulletin boards
<ul style="list-style-type: none"> ☐ Understands the relationship between body movement and energy expenditure 	<ul style="list-style-type: none"> ☐ Explore the concept of calorie intake and output 	<ul style="list-style-type: none"> ☐ Warm-up activities ☐ Discussion ☐ Bulletin boards ☐ Fitness activities
Benchmark B: The student understands the results of movement, fitness, and nutrition practices in relation to other areas of life.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands that fitness and healthy living are required for some careers and occupations 	<ul style="list-style-type: none"> ☐ Explore a variety of jobs and the skills needed to successfully perform them 	<ul style="list-style-type: none"> ☐ Fitness activities ☐ Discussion ☐ Guest speakers

**Program Standards: Grade 6
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student develops, as physically capable, fundamental physical skills and applies more complex skills to a variety of movement activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Uses space in offensive and defensive situations, with and without an object 	<ul style="list-style-type: none"> ☐ Use knowledge of space to develop and use strategy and play a position 	<ul style="list-style-type: none"> <li style="width: 50%;">☐ Ball skills <li style="width: 50%;">☐ Cooperatives <li style="width: 50%;">☐ Modified sports
<ul style="list-style-type: none"> ☐ Understands basic body mechanics (opposition, weight transfer, rotation, follow-through) involved in moving a variety of objects 	<ul style="list-style-type: none"> ☐ Use fluency of movement in individual, small group, and modified game situations 	<ul style="list-style-type: none"> <li style="width: 50%;">☐ Ball skills <li style="width: 50%;">☐ Frisbees <li style="width: 50%;">☐ Racquet activities <li style="width: 50%;">☐ Modified sports

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student follows rules and safety procedures and practices sportsmanship, cooperation, and teamwork in a variety of games and fitness activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activities 	<ul style="list-style-type: none"> ☐ Anticipate problem areas in activities and create solutions that are clearly communicated to peers 	<ul style="list-style-type: none"> <li style="width: 50%;">☐ Ball skills <li style="width: 50%;">☐ Create-a-game <li style="width: 50%;">☐ Modified sports <li style="width: 50%;">☐ Discussion

**Program Standards: Grade 6
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student measures physical fitness, sets fitness and activity goals, and explores a variety of activities to maintain healthy levels of cardiorespiratory fitness, muscular strength-endurance-flexibility, and body composition.			
CKSD Essential Learning	Instructional Focus	Activity Ideas	
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of strategies to improve and maintain muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate frequently and vigorously in fitness activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Ball skills <input type="checkbox"/> Aerobic activities <input type="checkbox"/> Roller skating 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness activities <input type="checkbox"/> Modified sports <input type="checkbox"/> Jump rope
<ul style="list-style-type: none"> <input type="checkbox"/> Categorizes activities and sports as they relate to improving the five health-related components of fitness 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify fitness requirements and benefits for a variety of activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness games <input type="checkbox"/> Modified sports 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion
<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes level of physical fitness after completing all components of a health-related fitness assessment and sets fitness goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in activities that motivate students to work on fitness skills throughout the year <input type="checkbox"/> Evaluate areas of strength and those needing additional attention <input type="checkbox"/> Set personal fitness goals and records 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness testing <input type="checkbox"/> Goal-setting sheets 	<ul style="list-style-type: none"> <input type="checkbox"/> Fitness activities

**Program Standards: Grade 6
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student designs nutritional goals based on national dietary guidelines and individual activity needs.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Knows components of the national dietary guidelines and monitors personal nutrition patterns	☐ Explore food logs and compare to daily recommended nutrition amounts	☐ Fitness activities ☐ Discussion ☐ Worksheets
Benchmark B: The student understands the results of movement, fitness, and nutrition practices in relation to other areas of life.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
☐ Understands detrimental effects of physical activity	☐ Explore the phenomena of muscle soreness, overuse injury, overtraining, and temporary tiredness that may accompany physical activity	☐ Fitness activities ☐ Discussion ☐ Warm-up & cool-down activities
☐ Understands the relationship between physical activity, weight management, and food intake	☐ Explore caloric value of different foods and caloric requirements of different activities	☐ Fitness activities ☐ Discussion
☐ Knows how to modify activities to be more health-enhancing	☐ Explore ways to add fitness to everyday things: park far away from the store, take the stairs instead of the elevator, walk rather than drive	☐ Fitness activities ☐ Discussion

**Program Standards: Grade 7
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student performs, as physically capable, movement, principles, and skills to complex activities that lead to a physically active personal and work life.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> <input type="checkbox"/> Uses intermediate skills for a variety of physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Dribble and change speed and direction, throw to hit a moving target, catch in gamelike activities, and direct the air pathway of the object struck 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual and team sports, modified games
<ul style="list-style-type: none"> <input type="checkbox"/> Uses basic offensive and defensive strategies in a modified version of team and individual sports 	<ul style="list-style-type: none"> <input type="checkbox"/> Play positions, maintain floor spacing, stay between target and opponent, use fakes and feints to maneuver 	<ul style="list-style-type: none"> <input type="checkbox"/> Modified team and individual sports: alter size of playing area, the number of players on a team, and amount of equipment used
<ul style="list-style-type: none"> <input type="checkbox"/> Understands physical activity as a vehicle for self-expression 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize various stepping patterns, combine locomotor patterns to rhythm, create and maintain movements 	<ul style="list-style-type: none"> <input type="checkbox"/> Dance <input type="checkbox"/> Jump rope <input type="checkbox"/> Jump bands <input type="checkbox"/> Other activities <input type="checkbox"/> Gymnastics <input type="checkbox"/> Juggling <input type="checkbox"/> Aerobics

**Program Standards: Grade 7
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student applies rules and safety procedures, practices sportsmanship and teamwork, and cooperatively participates in a variety of group and individual fitness activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands basic rules and scoring procedures for a number of lifetime activities 	<ul style="list-style-type: none"> ☐ Define boundaries, point systems, major and minor rule infractions, penalties, and how to start a game 	<ul style="list-style-type: none"> ☐ Written or oral tests ☐ Refereeing ☐ Coaching a team ☐ Keeping score for a game ☐ Use of rule sheets and posted rules for a variety of sports and activities
<ul style="list-style-type: none"> ☐ Participates safely, follows rules, and acts cooperatively in a variety of physical activities 	<ul style="list-style-type: none"> ☐ Play under control, accept officials' decisions and/or employ "honor" system, utilize individual strengths to reach a cooperative team goal, work in self-selected and pre-selected groups 	<ul style="list-style-type: none"> ☐ Alternate between competitive and cooperative games and various activities for all ability levels

**Program Standards: Grade 7
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individual fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Uses a variety of strategies to improve and maintain muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> ☐ Participate frequently and vigorously in fitness activities ☐ Explore a variety of activities to maintain appropriate levels of health-related fitness 	<ul style="list-style-type: none"> ☐ Running ☐ Aerobics ☐ Keeping records ☐ Fitness activities and games ☐ Worksheets and goal setting ☐ Drills combining sports skills and fitness activities ☐ Jump rope ☐ Weight lifting
<ul style="list-style-type: none"> ☐ Understands vocabulary related to physical fitness 	<ul style="list-style-type: none"> ☐ Define aerobic, anaerobic, isotonic, isometric, range of motion ☐ Explore principles of training/fitness: specificity; progression; overload; and Frequency, Intensity, Time, and Type (FITT) 	<ul style="list-style-type: none"> ☐ Worksheets ☐ Tracking sheets ☐ Posters and charts ☐ Practice fitness-related games and activities ☐ Quizzes ☐ Discussion
<ul style="list-style-type: none"> ☐ Chooses physical activities based on a variety of factors 	<ul style="list-style-type: none"> ☐ Examine personal interests and capabilities, perceived social and physical benefits, and the challenge and enjoyment of participating 	<ul style="list-style-type: none"> ☐ Discussion ☐ Reports ☐ Introduction of a variety of activities and sports (both traditional and alternative), including indoor and outdoor locations ☐ Videos ☐ Reading

**Program Standards: Grade 7
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individual fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals (continued).		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Applies the principles of warming-up, cooling-down, conditioning techniques, target zones, and principles of fitness 	<ul style="list-style-type: none"> ☐ Know the six reasons for warming up (increases core body temperature, enhances oxygen supply to muscles, etc.); start heart and muscle cool-down right after vigorous activity; begin slowly, then increase exercise; use resting, target, and recovery heart rates/zones to monitor activity 	<ul style="list-style-type: none"> ☐ Posters ☐ Worksheets ☐ Practice daily routines for warm-ups and cool-downs ☐ Design warm-up routines ☐ Add time or distance to running/rope jumping/ aerobic activities ☐ Explore activities for specific fitness components ☐ Charts ☐ Discussion
<ul style="list-style-type: none"> ☐ Analyzes level of physical fitness after completing all components of a health-related fitness assessment and sets personal health-related fitness goals 	<ul style="list-style-type: none"> ☐ Participate in activities that motivate students to work on fitness skills throughout the year ☐ Evaluate areas of strength and those needing additional attention ☐ Set personal fitness goals and records 	<ul style="list-style-type: none"> ☐ Pre- and post-fitness testing ☐ Discuss and review test results ☐ Goal-setting worksheets ☐ Keep records

**Program Standards: Grade 7
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student designs nutritional goals based on national dietary guidelines and individual activity needs.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Knows strategies and skills that are used to attain personal health goals 	<ul style="list-style-type: none"> ☐ Make healthy food choices, maintain an exercise program 	<ul style="list-style-type: none"> ☐ Games with a nutritional focus ☐ Goal-setting worksheets ☐ Planning a menu ☐ Reading food labels ☐ Utilizing various computer software programs on nutrition ☐ Discussion
<ul style="list-style-type: none"> ☐ Knows components of the national dietary guidelines and sets/monitors personal nutrition patterns 	<ul style="list-style-type: none"> ☐ Eat a variety of foods; balance the food intake with physical activity output; include more grains, vegetables, and fruits, lower fats and cholesterol, moderate sugars, salt, and sodium 	<ul style="list-style-type: none"> ☐ Keep a food log ☐ List the six dietary components ☐ Quizzes/worksheets ☐ Active games that focus on nutritional fitness
<ul style="list-style-type: none"> ☐ Knows how different activities and sports relate to energy expenditure 	<ul style="list-style-type: none"> ☐ Categorize activity by energy consumed ☐ Convert minutes spent to calories used ☐ Relate sports and activities to components of health-related fitness 	<ul style="list-style-type: none"> ☐ Games ☐ Quizzes ☐ Charts ☐ Cooperative activities ☐ Drills and circuits ☐ Discussion ☐ Posters ☐ Graphs

**Program Standards: Grade 7
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark B: The student understands the results of movement, fitness, and nutrition practices in relation to other areas of life.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands how movement, fitness, and nutrition concepts relate to safe work practices and leisure activities 	<ul style="list-style-type: none"> ☐ Know that metabolism, heredity, maturation, and physical activity influence body fatness ☐ Understand that energy to carry on work or leisure activities depends on level of fitness, including maintaining a healthy body composition ratio 	<ul style="list-style-type: none"> ☐ Measure body composition, assess body fat ☐ Discuss job requirements and degree of physical fitness needed ☐ Use games and activities to reinforce concept
<ul style="list-style-type: none"> ☐ Understands the relationship between physical activity, weight management, and food intake 	<ul style="list-style-type: none"> ☐ Know that physical activity burns calories, different foods have different amounts of calories, and foods provide different levels of energy ☐ Know role of exercise in weight control 	<ul style="list-style-type: none"> ☐ Charts ☐ Posters ☐ Quizzes ☐ Games/activities focused on energy/calorie expenditure ☐ Graphs ☐ Discussion ☐ Research

**Program Standards: Grade 8
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student performs, as physically capable, movement, principles, and skills to complex activities that lead to a physically active personal and work life.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands basic body mechanics involved in participation in a variety of sports and recreational activities 	<ul style="list-style-type: none"> ☐ Establish practice solutions covering: base of support, center of gravity, weight transfer, rotation, follow-through ☐ Use the six skill-related components of fitness 	<ul style="list-style-type: none"> ☐ Skill practice in small groups, stations, drills, and circuits in a variety of sports and recreational activities
<ul style="list-style-type: none"> ☐ Applies knowledge and skill to personal activity patterns outside of school settings 	<ul style="list-style-type: none"> ☐ Participate in physical activities and sport programs outside of class 	<ul style="list-style-type: none"> ☐ In addition to class work, describe out-of-class activities; keep a log of activities; design bulletin board displays showing participation beyond school day; use videos of student participation or as spectators

**Program Standards: Grade 8
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student applies rules and safety procedures, practices sportsmanship and teamwork, and cooperatively participates in a variety of group and individual fitness activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands basic skills, rules, and strategies needed to participate in a variety of lifetime activities 	<ul style="list-style-type: none"> ☐ Manipulate objects with speed and accuracy; change direction of an object; establish footwork for offensive and defensive maneuvers; play by the rules; create plays and patterns to score; use zone/man defenses 	<ul style="list-style-type: none"> ☐ Variety of individual, team, and alternative sports ☐ Utilize a variety of equipment ☐ Practice strategic and logical thinking to react to game situations ☐ Individualized and success-oriented practice and drills
<ul style="list-style-type: none"> ☐ Knows the difference between inclusive and exclusionary behaviors in physical activity settings 	<ul style="list-style-type: none"> ☐ Change rules of activity to include less skilled players; recognize exclusion as failing to pass ball to less skilled players; look at individual differences and similarities; select groups randomly 	<ul style="list-style-type: none"> ☐ Monitor and track positive comments and gestures ☐ Discuss ways to include all students ☐ Evaluate cooperative behaviors the same way game skills are assessed ☐ Play modified games
<ul style="list-style-type: none"> ☐ Analyzes the risk involved in participating in various physical activities 	<ul style="list-style-type: none"> ☐ Have awareness of possible dangers and hazards; practice safety-related techniques, including sound mental and emotional state; use protective equipment; handle equipment safely; wear appropriate clothing and footwear; prepare body for activity; check water intake 	<ul style="list-style-type: none"> ☐ Relate stories of actual experiences ☐ Post information ☐ Discuss possible situations ☐ Demonstrate safe and unsafe practices ☐ Use warm-up and cool-down routines ☐ List exercises/stretchers to avoid ☐ Get plenty of rest ☐ Take water breaks

**Program Standards: Grade 8
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individual fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Uses a variety of strategies to improve and maintain muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> ☐ Participate frequently and vigorously in fitness activities ☐ Explore a variety of activities to maintain appropriate levels of health-related fitness ☐ Reduce games of inactivity (waiting in line, relays, one piece of equipment per team) 	<ul style="list-style-type: none"> ☐ Record day ☐ Parcourses ☐ Activities, games, and challenges with a focus on fitness ☐ Chart personal best scores ☐ Partner competition ☐ Physical activity pyramid ☐ Circuits
<ul style="list-style-type: none"> ☐ Utilizes the principles of training in relation to the components of fitness 	<ul style="list-style-type: none"> ☐ Practice frequency, intensity, time, and type while participating in fitness activities ☐ Use specificity, progression, and overload principles 	<ul style="list-style-type: none"> ☐ Fitness games, activities, and challenges ☐ Practice skills involving use of health-related components of fitness
<ul style="list-style-type: none"> ☐ Uses results of health-related physical fitness assessment to develop personal fitness goals, and develops a personal action plan to achieve fitness goals 	<ul style="list-style-type: none"> ☐ Complete a health-related physical fitness assessment, interpret the results, and use goal-setting strategies to form a one-day personal fitness action plan (describe health-related components of fitness, personal records, areas of strengths and weaknesses, activities used to maintain or improve levels of fitness, and the training plan in detail) 	<ul style="list-style-type: none"> ☐ Keep records ☐ Fitness assessment tests ☐ Goal-setting worksheets ☐ Outline of expectations ☐ Evaluation of written project ☐ Scores & charts

**Program Standards: Grade 8
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student develops and monitors progress on personal nutrition goals based on national dietary guidelines and individual needs.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Designs nutrition goals based on national dietary guidelines and individual activity needs 	<ul style="list-style-type: none"> ☐ Balance exercise and proper nutrition ☐ Utilize the five food groups, the necessary food nutrients (Recommended Daily Allowance [RDA]), and water ☐ Use recommended servings 	<ul style="list-style-type: none"> ☐ Discussion ☐ Video tapes ☐ Computer programs ☐ Games/activities with nutritional focus ☐ Goal-setting worksheets
<ul style="list-style-type: none"> ☐ Analyzes individual energy needs as they relate to energy expenditures 	<ul style="list-style-type: none"> ☐ Calorie intake, calories burned ☐ Assess fatigue and energy level 	<ul style="list-style-type: none"> ☐ Food logs (monitor caloric intake) ☐ Fitness games/activities ☐ Discussion
<ul style="list-style-type: none"> ☐ Understands how eating properly can help reduce health risks 	<ul style="list-style-type: none"> ☐ Know risks include anemia, poor dental health, osteoporosis, heart disease, cancer, and malnutrition ☐ Assess eating behaviors and habits ☐ Know the problems of hidden sugars and fats 	<ul style="list-style-type: none"> ☐ Research ☐ Discussion ☐ Posters ☐ Charts ☐ Food logs ☐ Puzzles ☐ Worksheets ☐ Cooperative learning ☐ Games and activities relating to health risks

**Program Standards: Grade 8
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark B: The student compares and contrasts the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands the relationship of diet to mental and physical health 	<ul style="list-style-type: none"> ☐ Know nutrients are needed for mental balance and alertness, physical strength and stamina, and general health ☐ Determine which substances should be limited and avoided ☐ Understand what the RDA of critical nutrients refers to 	<ul style="list-style-type: none"> ☐ Discussion ☐ Computer programs ☐ Charts ☐ Worksheets ☐ Games and activities to reinforce concepts ☐ Demonstrations showing how much water/ fluid is enough, how to calculate intake ☐ Videos ☐ Lists ☐ Posters

**Program Standards: Grade 9
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student performs, as physically capable, movement, principles, and skills to complex activities that lead to a physically active personal and work life.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Uses advanced skills in selected physical activities 	<ul style="list-style-type: none"> ☐ Throw accurately with consistency; catch in sports contexts; dribble to keep the ball away from an opponent; pass and receive on the move 	<ul style="list-style-type: none"> ☐ Playing cooperative games or competitive games, various sports and alternative sports ☐ Mini-games involving kicking, throwing, catching in one-on-one, two-on-two, and similar game-like situations
<ul style="list-style-type: none"> ☐ Understands movement forms associated with highly skilled physical activities 	<ul style="list-style-type: none"> ☐ Use offensive/defensive movements involving other players; use striking and rolling and jumping as part of a dance creation; increase vertical and horizontal distances of weight transfer; contrast traveling and nonlocomotor movements 	<ul style="list-style-type: none"> ☐ Dance ☐ Guest instructors ☐ Partner, small group exploration ☐ Martial arts ☐ Videos

**Program Standards: Grade 9
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student applies rules and safety procedures, practices sportsmanship and teamwork, and cooperatively participates in a variety of group and individual fitness activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Uses safety and social skills in group and individual activities 	<ul style="list-style-type: none"> ☐ Work collaboratively to design new and cooperative games; use student-developed rules; explore activities that use reversal, collective, and all touch strategies; utilize offensive/defensive strategies that give each team member a sense of importance; have awareness of gender equity; practice safety concerns (size match-up, degree of skill) 	<ul style="list-style-type: none"> ☐ Circuits that stress group cooperative challenges ☐ Competitive and cooperative games ☐ Activities that win through cooperation ☐ Essays/discussion on winning ☐ Posters listing safety rules ☐ Game forms where all students are active and all are successful

**Program Standards: Grade 9
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individual fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Uses physical fitness skills to improve and maintain muscular strength, muscular endurance, cardiovascular/vascular endurance, flexibility, and body composition 	<ul style="list-style-type: none"> ☐ Monitor heart rate and use formula to determine target zone; have ability to sustain continuous activity for specified amount of time; maintain regular workouts in self-selected activities; understand role of exercise in maintaining appropriate body composition 	<ul style="list-style-type: none"> ☐ Interval training ☐ Tag games ☐ Stretching routines ☐ Fitness diary ☐ Activities & games ☐ Weight lifting ☐ Cross-country running ☐ Step aerobics ☐ Conditioning exercises ☐ Variety of fitness drills ☐ Sequential activities that are sustained for 5, 10, 15 minutes
<ul style="list-style-type: none"> ☐ Understands long-term physiological benefits of regular participation in physical activity 	<ul style="list-style-type: none"> ☐ Understand an active lifestyle is a deterrent to disease, helps resist fatigue, reduces injuries and stress, increases body efficiency, and improves quality of life (provides more energy for work and leisure activities) 	<ul style="list-style-type: none"> ☐ Class discussion ☐ Research ☐ Videos ☐ Worksheets ☐ Critical thinking essays ☐ Self-planning ☐ Relaxation activities ☐ Stress reduction ☐ List opportunities for participation outside of class ☐ Discuss fitness in the workplace

**Program Standards: Grade 9
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individual fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals (continued).

CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands long-term psychological benefits of regular participation in physical activity 	<ul style="list-style-type: none"> ☐ Understand that fitness has a link to feeling good and looking good, improves self-image and concept, produces positive and successful feelings, satisfies need for rhythmic and creative expression, and develops social/emotional skills 	<ul style="list-style-type: none"> ☐ Posture checks ☐ Adventure challenges ☐ Motivational videos and stories ☐ Cooperative games and activities ☐ Creative dance
<ul style="list-style-type: none"> ☐ Uses results of health-related physical fitness assessment to develop a preliminary personal health-related fitness plan, which includes physical activity, nutrition, and reduction of risk-taking behaviors 	<ul style="list-style-type: none"> ☐ Complete a health-related physical fitness assessment, interpret the results, and use goal-setting strategies to form a one-week personal fitness action plan (include scores from fitness tests, areas of strengths/weaknesses, activities used to maintain or improve levels of fitness, nutritional guide, and steps to take to avoid destructive health habits) 	<ul style="list-style-type: none"> ☐ Keep records ☐ Discussion ☐ Fitness assessment tests ☐ Goal-setting worksheets ☐ Samples of finished fitness plans ☐ Review principles of training ☐ Time to research and write ☐ Food pyramid ☐ Videos

**Program Standards: Grade 9
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student develops and monitors progress on personal nutrition goals based on national dietary guidelines and individual needs.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Designs and monitors nutritional goals based on national dietary guidelines and individual activity needs 	<ul style="list-style-type: none"> ☐ Incorporate the food groups and food pyramid ☐ Plan energy expenditure based on the Physical Activity Pyramid 	<ul style="list-style-type: none"> ☐ Worksheets ☐ Nutrition games ☐ Food records and daily logs/diaries ☐ Computer software programs ☐ Lecture ☐ Videos

**Program Standards: Grade 9
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark B: The student compares and contrasts the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands how nutrients and energy needs vary in relationship to gender, activity level, and stage of life 	<ul style="list-style-type: none"> ☐ Know females need higher percent body fat than males ☐ Recognize vigorous activity burns more calories; needs vary per individual; examine RDA of nutrients ☐ Understand that maturation causes changes in metabolism 	<ul style="list-style-type: none"> ☐ Lectures ☐ Posters ☐ Discussion ☐ Software programs ☐ Written or oral reports ☐ Worksheets ☐ Videos ☐ Research
<ul style="list-style-type: none"> ☐ Identifies how self-esteem, peer pressure, and the media influence nutritional practices 	<ul style="list-style-type: none"> ☐ Develop self-confidence to combat eating and nutritional problems ☐ Recognize that societal images of body types are unreliable ☐ Investigate health quackery, fad diets, and truth in advertising 	<ul style="list-style-type: none"> ☐ Lectures ☐ Posters ☐ Role play ☐ Read food labels ☐ Use height/weight charts and other measurements ☐ Food logs, including reasons for eating ☐ Worksheets ☐ Videos ☐ Drama, skits

**Program Standards: Grade 9
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark B: The student compares and contrasts the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities (continued).		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Identifies various noncommunicable diseases caused by and/or aggravated by poor nutritional choices and specific effects on the body 	<ul style="list-style-type: none"> ☐ Understand what essential body fat means and how the correct ratio influences health ☐ Awareness that: atherosclerosis (fat build-up) causes strokes, heart diseases, diabetes, and some cancers; eating disorders (under-fat ratio) lead to life-threatening conditions; and lack of calcium leads to osteoporosis 	<ul style="list-style-type: none"> ☐ Lectures ☐ Posters ☐ Research ☐ Software programs ☐ Cooperative group learning ☐ Worksheets ☐ Videos ☐ Discussion ☐ Guest speakers
<ul style="list-style-type: none"> ☐ Understands how disease, genetics, exercise, and nutrition affect fitness and personal well-being throughout the life span 	<ul style="list-style-type: none"> ☐ Identify controllable and noncontrollable risk factors ☐ Know that a healthy lifestyle prevents illness and enhances wellness 	<ul style="list-style-type: none"> ☐ Lectures ☐ Posters ☐ Class discussion ☐ Games pertaining to risk factors ☐ Stress reduction activities, relaxation methods, deep breathing, and stretching ☐ Worksheets ☐ Videos

**Program Standards: High School
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student applies rules and safety procedures, practices sportsmanship and teamwork, and cooperatively participates in a variety of group and individual fitness activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Works with others in an activity to achieve a common goal 	<ul style="list-style-type: none"> ☐ Develop respect and responsibility skills for better cooperation in a variety of games and settings 	<ul style="list-style-type: none"> ☐ DAT chapter reference: Goal Setting ☐ Cooperative games ☐ Circuits that stress group cooperation ☐ Use of spotters ☐ Strategizing, teamwork, sportsmanship through fitness games, team sports ☐ IFC Unit 1

DAT - District Adopted Text (*Personal Fitness: Looking Good, Feeling Good; Physical Fitness and Wellness*)

IFC - *Innovative Fitness Curriculum* (supplement)

Program Standards: High School Physical Education

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individual fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Uses the five components of health-related fitness to develop/implement a personal health-related fitness program which includes physical activity, nutrition, and reduction of risk-taking behaviors 	<ul style="list-style-type: none"> ☐ Design, implement, and monitor a personal fitness/wellness program 	<ul style="list-style-type: none"> ☐ DAT chapter reference: Evaluation of Activities, Designing Your Own Fitness Program ☐ Videos ☐ Fitness log ☐ Fitness Assessment/Reassessing ☐ Fit or Fat video - Covert Bailly ☐ Fitness Lab work ☐ Nutritional Journal ☐ Week or month fitness plan ☐ Teaching fitness lesson ☐ Using the principles of training ☐ Implement fitness plan and modify as needed ☐ IFC Units 2, 3, 4, 5, 6, and 7 ☐ Food log ☐ Research paper

DAT - District Adopted Text (*Personal Fitness: Looking Good, Feeling Good; Physical Fitness and Wellness*)
 IFC - *Innovative Fitness Curriculum* (supplement)

**Program Standards: High School
 Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individual fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals (continued).

CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Uses the results of health-related physical fitness assessment to guide changes in personal fitness program 	<ul style="list-style-type: none"> ☐ Analyze fitness assessments to set personal fitness goals, strategize ways to reach goals, evaluate activities, implement program reassessment (ongoing process) 	<ul style="list-style-type: none"> ☐ Design own physical fitness program (project) ☐ DAT chapter reference: Goal Setting, Guidelines for Exercise, Principles of Training, Designing Your Own Fitness Program, Evaluation of Activities ☐ Fitness Test analysis ☐ Create a one-month personal fitness plan and implement it ☐ Goal-setting days (fitness/sport) ☐ Body composition analysis ☐ Reassess fitness throughout class ☐ IFC Unit 17, 2

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IFC - *Innovative Fitness Curriculum* (supplement)

**Program Standards: High School
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student develops and monitors progress on personal nutrition goals based on national dietary guidelines and individual needs.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Assesses diet for nutrient content (water, vitamins, minerals, protein, carbohydrates, fat) and uses national dietary guidelines and individual activity needs to develop nutrition goals 	<ul style="list-style-type: none"> ☐ Incorporate nutrition recordkeeping strategies ☐ Assess personal diet ☐ Assess personal nutrition needs and develop personal nutrition goals ☐ Review: food pyramid; hydration; calorie ☐in☐, calorie ☐out☐; Basal Metabolism Rate (BMR)/activity needs 	<ul style="list-style-type: none"> ☐ DAT chapter reference: Nutrition, Body Composition and Weight Control ☐ Food log ☐ Research paper ☐ Nutrition column ☐ Nutrition software (lab) ☐ Body composition analysis ☐ Personal goal-setting activities ☐ Design one-week menu ☐ Design one-week nutritional/activity plan ☐ BMR/Activity WS ☐ IFC Unit 7
<ul style="list-style-type: none"> ☐ Understands how to assess current consumer information as it relates to nutrition 	<ul style="list-style-type: none"> ☐ Consumer issues: <ul style="list-style-type: none"> Influence of advertising Influence of peers Fad diet dangers Combating consumer fraud Evaluation of products 	<ul style="list-style-type: none"> ☐ DAT chapter reference: Body Composition and Weight Control, Consumer Issues, Evaluation of Activities ☐ Nutrition label reading activities ☐ Research/analysis of a product ☐ Advertising quackery play (role play) ☐ Advertising exposure ☐ Videos ☐ IFC Unit 16

DAT - District Adopted Text (*Personal Fitness: Looking Good, Feeling Good; Physical Fitness and Wellness*)

IFC - *Innovative Fitness Curriculum* (supplement)

**Program Standards: High School
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark B: The student compares and contrasts the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.		
CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands that there is a healthy relationship between a balanced diet, weight maintenance, physical fitness, and disease prevention 	<ul style="list-style-type: none"> ☐ Body composition/weight control ☐ Stress 	<ul style="list-style-type: none"> ☐ DAT chapter reference: Nutrition, Body Composition and Weight Control, Stress ☐ Design a fitness plan as well as a nutrition log ☐ Health profile/risk factors ☐ Dangerous weight control videos ☐ Body composition software ☐ Research paper: diets and dangers ☐ Dieting myth and fact sheet ☐ Guest speakers ☐ Steroid/muscle-enhancing drugs, supplements: fact and myth ☐ Panel discussion ☐ Relaxation techniques ☐ Stress reduction activities ☐ Videos ☐ IFC Units 4, 5, 6, 7, 12, 13, and 14

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 IFC - *Innovative Fitness Curriculum* (supplement)

**Program Standards: High School
Physical Education**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark B: The student compares and contrasts the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities (continued).

CKSD Essential Learning	Instructional Focus	Activity Ideas
<ul style="list-style-type: none"> ☐ Understands how participation in physical activity fosters awareness of diversity 	<ul style="list-style-type: none"> ☐ Explore physical differences: cultural, ethnic, gender, physical, age 	<ul style="list-style-type: none"> ☐ Family history background survey ☐ Cultural/ethnic background and dietary guidelines ☐ Diversity of culture and diet ☐ Gender equity sports and active lifestyle ☐ Exercise is for Everyone (WS) ☐ Myth and fact sheets ☐ Monthly cultural focus ☐ Skits/role play ☐ Guest speakers ☐ Risk factors ☐ IFC Units 1, 13, 7, 14

DAT - District Adopted Text (*Personal Fitness: Looking Good, Feeling Good; Physical Fitness and Wellness*)

IFC - *Innovative Fitness Curriculum* (supplement)

Progression Spirals

PROFICIENCY
LEVEL

Advanced (More Complex)

UTILIZATION
LEVEL

CONTROL
LEVEL

PRECONTROL
LEVEL

Basic (Less Complex)

Balancing

PROFICIENCY LEVEL

- *Balancing on hanging ropes
- *Transferring into inverted and narrow-base balances on equipment
- *Narrow-based inversion on equipment
- *Balancing in relation to higher- and smaller-base equipment
- *Partner balances (support, balance, assist)

UTILIZATION LEVEL

- *Moving from on-balance to off-balance
- *Floor and equipment balance sequences
- *Maneuvering on stilts
- *Traveling into inverted balances
- *Rolling into stationary positions

CONTROL LEVEL

- *Inverted balance
- *Traveling in different way on large equipment
- *Balancing on a narrow base of support
- *Matching partner balances
- *Symmetrical and nonsymmetrical balances
- *Traveling along apparatus (in different directions)
- *Balancing on boards

PRECONTROL LEVEL

- *Stationary balances on low, large equipment
 - *Balancing in different body shapes
 - *Walking on a line on the floor, on a low bench, or on a low beam
 - *Balancing on different body parts as bases of support
 - *Balancing on a wide base of support
-

Catching

PROFICIENCY LEVEL

- *Catching in sports context
 - *Off-balance catching
 - *Catching a ball someone else is trying to catch
 - *Outmaneuvering a defender to catch
-

UTILIZATION LEVEL

- *Catching in gamelike activities
 - *Catching while in the air
 - *Catching a ball from a partner while traveling
 - *Catching a self-thrown ball while traveling
 - *Throwing and catching with different objects (discs, foam footballs, etc.)
-

CONTROL LEVEL

- *Throwing and catching with a partner (varying distance)
 - *Throwing a ball against a wall and catching the rebound (varying force of throw)
 - *Catching with an implement
 - *Tossing object up and catching it at different levels
 - *Bouncing ball to self and catching it
-

PRECONTROL LEVEL

- *Catching beanbags or yarn balls tossed to self at various heights
 - *Catching a ball tossed gently by a skilled thrower
-

Dribbling

PROFICIENCY LEVEL

- *Dribbling in a sport situation**
- *Dribbling to keep the ball away from an opponent**
- *Stopping and starting while maintaining the dribble**

UTILIZATION LEVEL

- *Dribbling and changing speed of traveling**
- *Traveling and changing dribble hand**
- *Dribbling around stationary obstacles**
- *Dribbling while changing pathways**
- *Dribbling while changing directions**

CONTROL LEVEL

- *Dribbling and traveling**
- *Dribbling in different places around the body while stationary**
- *Dribbling with the body in different positions**
- *Switch dribbling, using one hand then the other**
- *Dribbling at different levels**

PRECONTROL LEVEL

- *Continuous striking down with either hand**
 - *Continuous striking down with the dominant hand**
 - *Continuous striking down with both hands**
 - *Striking a ball down and catching it**
-

Jumping and Landing

PROFICIENCY LEVEL

- *Hurdling and vaulting jumps
- *Jumping that uses a spring board
- *Jumping as part of a dance creation
- *Partner jumping to mirror/match

UTILIZATION LEVEL

- *Combining jumps with other locomotor patterns
- *Jumping along apparatus
- *Jumping over obstacles
- *Jumping to throw/jumping to catch
- *Jumping for expressive purpose

CONTROL LEVEL

- *Jumping sequences
- *Jumping using buoyant landings/yielding landings
- *Rhythmical jumping
- *Jumping to form a body shape during flight
- *Jumping over low obstacles

PRECONTROL LEVEL

- *Jumping for height/distance
 - *Jumping into, out, or through a hoop
 - *Preceding a jump with a run
 - *Jumping in different directions
 - *Jumping from one foot to two feet
 - *Jumping from two feet to two feet
 - *Jumping down from one foot to the other foot
-

Kicking

PROFICIENCY LEVEL

- *Aerial kicking
- *Mini-games involving kicking
- *Kicking for offensive maneuvers combining pathway, force, relationship
- *Gamelike situations: one-on-one, two-on-two, etc.
- *Kicking for a target against a defense
- *Kicking for small moving target

UTILIZATION LEVEL

- *Tap-kicking to self from low to high level: foot to hand
- *Tapping against defense: one-on-one
- *Combinations of tapping, traveling, and kicking for accuracy
- *Kicking in expressive dance (as in shadow karate or mime)
- *Kicking moving ball with moving partner, both sending and receiving

CONTROL LEVEL

- *Kicking with stationary partner: sending/receiving on the ground and in the air
- *Kicking the ball to different levels
- *Kicking balls received from different directions
- *Kicking in different directions in relation to body
- *Kicking with different parts of the foot for distance or accuracy
- *Kicking at a target
- *Tapping a ball around obstacles and along pathways

PRECONTROL LEVEL

- *Kicking a rolling ball from a stationary position
 - *Tapping a ball along the ground and moving with it
 - *Kicking for distance
 - *Approaching a stationary ball and executing a kick
 - *Kicking a stationary ball from a stationary position
-

Locomotor Skills

PROFICIENCY LEVEL

- *Traveling using various qualities and patterns
 - *Tinkling
 - *Orienteering
 - *Contrasting travel and nonlocomotor movements
-

UTILIZATION LEVEL

- *Combining locomotor patterns to rhythm
 - *Traveling in relation to obstacles and people
 - *Utilizing various stepping patterns
 - *Traveling in relation to a partner
-

CONTROL LEVEL

- *Traveling in an expressive manner
 - *Traveling in relation to obstacles
 - *Traveling in different directions and speeds
 - *Traveling in relationship to others
-

PRECONTROL LEVEL

- *Rhythmic walking
 - *Hopping, skipping
 - *Leaping, galloping, sliding
 - *Walking, running
-

Rolling

PROFICIENCY LEVEL

- *Rolling to recover and maintain an action
- *Striking and rolling
- *Rolling as an expressive movement
- *Diving over high obstacles and rolling
- *Arriving by rolling

UTILIZATION LEVEL

- *Rolling off apparatus
- *Rolling onto apparatus
- *Rolling along apparatus
- *Diving over obstacles to roll
- *Rolling, balancing, rolling
- *Rolling with something in hand
- *Dive rolling

CONTROL LEVEL

- *Jumping over objects, landing, and rolling
- *Jumping off objects, landing, and rolling
- *Rolling at different speeds
- *Rolling from different positions
- *Rolling in different directions (sideways, backward)

PRECONTROL LEVEL

- *Rolling (squatting position)
 - *Somersaulting (accidental rolling)
 - *Log roll
 - *Rocking
-

Striking With Hand/Body

PROFICIENCY LEVEL

- *Aerial volleying to outwit partners, groups
 - *Striking a ball to a partner with different body parts while traveling
 - *Striking a ball to a partner after bounce to outwit partner
 - *Jumping to strike a ball
 - *Striking a ball with different body parts while traveling
-

UTILIZATION LEVEL

- *Striking a ball to a target (over a target)
 - *Striking a ball with different body parts (continuous, no bounce)
 - *Striking a ball to a partner
 - *Striking a ball with different body parts, to a wall
 - *Continuous striking with hands, no bounce
-

CONTROL LEVEL

- *Striking a ball in different directions
 - *Striking a ball in different places around the body
 - *Striking a ball to different levels
 - *Striking with different body parts, letting the ball bounce
 - *Striking a ball with different body parts (noncontinuous)
-

PRECONTROL LEVEL

- *Striking different size balls
 - *Continuous aerial striking up with either hand, letting ball bounce
 - *Continuous striking upward with both hands, letting ball bounce
 - *Striking a ball upward with both hands and catching it
-

Striking With Long-Handled Implements

PROFICIENCY LEVEL

- *Striking with a group against another group to achieve a mutual goal
 - *Striking to a teammate to avoid others in a dynamic situation
 - *Directing the pathway, distance, and speed of an object
 - *Passing and receiving on the move
 - *Striking to dodge an opponent
-

UTILIZATION LEVEL

- *Passing from a stationary position to a moving target
 - *Directing the air pathway of the object struck
 - *Striking to distant targets of various sizes
 - *Striking and dodging stationary objects
 - *Striking a pitched object, varying the distance
 - *Directing the placement of the object struck
-

CONTROL LEVEL

- *Throwing a ball in the air and striking it
 - *Striking a pitched ball
 - *Striking an object at various heights
 - *Striking a stationary object, varying the distance and force
 - *Striking to a stationary partner
 - *Striking to a stationary large object
 - *Traveling while changing speeds, pathways, and/or direction
 - *Traveling, stopping, and controlling the ball
-

PRECONTROL LEVEL

- *Traveling slowly while striking a ball on the floor with an implement
 - *Striking a suspended object
 - *Striking in different places around the body
 - *Striking off a batted tee
 - *Striking a stationary ball on the floor
-

Striking With Paddles/Rackets

PROFICIENCY LEVEL

- *Playing cooperative or competitive games**
 - *Performing offensive/defensive movements involving other players**
 - *Playing gamelike activities: against a wall, over a net, in aerial games, in ground games**
-

UTILIZATION LEVEL

- *Striking in various aerial pathways in gamelike situations**
 - *Striking at different positions in relationship to the body**
 - *Cooperative and continuous hitting with a partner**
 - *Striking with a partner with minimum traveling**
-

CONTROL LEVEL

- *Striking with various rackets, paddles, and objects**
 - *Striking a ball rebounding from a wall**
 - *Striking an object to send it over a net**
 - *Striking an object to travel in desired aerial pathway, straight or curved**
 - *Varying the force of a hit**
 - *Sending an object in a desired direction**
 - *Striking a ball upward or downward for more than one contact**
-

PRECONTROL LEVEL

- *Striking a self-tossed object or dropped ball**
 - *Striking a suspended ball**
 - *Striking a balloon with a lightweight paddle**
-

Throwing

PROFICIENCY LEVEL

- *Throwing in a sports contest
- *Throwing accurately with consistency
- *Throwing without being intercepted
- *Throwing against an opponent

UTILIZATION LEVEL

- *Throwing in dynamic situations
- *Throwing to hit a moving target
- *Throwing accurately to a traveling partner
- *Throwing accurately while traveling

CONTROL LEVEL

- *Throwing fast and slow (changing force)
- *Throwing a ball to a partner (changing distance)
- *Throwing a ball up high and close to one's body
- *Throwing a disc (frisbee) at a target
- *Throwing a ball into a goal
- *Throwing a ball at a stationary target (hoop, bowling pin, tin can, etc.)
- *Throwing overhead, underhand, and sidearm

PRECONTROL LEVEL

- *Throwing to self
 - *Throwing small balls and large balls
 - *Throwing a beanbag or yarn ball against a wall
-

Weight Transfer

PROFICIENCY LEVEL

- *Transferring weight through sequences on apparatus
 - *Increasing vertical and horizontal distances of weight transfer
 - *Dismounting apparatus, from hands to feet
 - *Transferring weight over high obstacles
-

UTILIZATION LEVEL

- *Transferring weight to a partner
 - *Transferring weight on bars
 - *Transferring weight along apparatus
-

CONTROL LEVEL

- *Stretching, curling, and twisting between points of contact
 - *Transferring weight from feet to hands
 - *Transferring weight over low obstacles
-

PRECONTROL LEVEL

- *Transferring weight across mats or carpet squares
 - *Transferring weight from feet to other body parts without traveling
 - *Traveling on various body parts
-

RESOURCE LIST AND REFERENCES

Book Title (* = District Resource)	Author	Publisher	Grade Level
<i>*Best Games That Come Alive</i>	Jerry Popen	Maverick	1-8
<i>*Fitnote Activities Curriculum Guide; Calliope Cat Counts Happy Calories; Bianca Bear Takes Care of Her Body; Austin Alligator is an Athlete</i>	Debbie Roberts, Kelley White, Laura Hixson		K-3
<i>*[Health and Fitness through Physical Fitness]</i>	Russell R. Pate, Richard C. Hohn	Human Kinetics	K-12
<i>*Best of Great Activities</i>	Collection of authors	Great Activities Publishing	K-8
<i>*Children Moving: A Reflective Approach to Teaching Physical Education</i>	Shirley Ann Holt/Hale, Tim McEwen, Melissa Parker	Mayfield Publishing	K-12
<i>*Complete Guide to Youth Fitness Testing</i>	Margaret J. Safrit	Human Kinetics	1-12
<i>Cowstails & Cobras II/ Silver Bullets</i>	Hamilton, M.A., Rohnke, K.	Kendall/Hunt 1989	1-12
<i>Cup Stack</i>	Sports International	U.S. Games	2-12
<i>*Dynamic Physical Education for Elementary School Children</i>	Victor P. Dauer, Robert P. Pangrazi	Burgess Publishing	K-8
<i>*Dynamic Physical Education for Secondary School Students</i>	Robert P. Pangrazi, Paul W. Darst	MacMillan Publishing	9-12
<i>*Escapades (games and activity card set)</i>		Tallicor	Varied

Book Title (* = District Resource)	Author	Publisher	Grade Level
<i>*Fit to Try</i>	Cindy Bross, Ph.D.	Great Activities	1-12
<i>Fitness Education for Children</i>	Emily R. Foster, Karyn Hartinger, Katherine A. Smith	Stephen Virgillo	Elementary
<i>*Fitness Fun</i>	Emily R. Foster, Karyn Hartinger, Katherine A. Smith	Human Kinetics	K-8
<i>*Game Creations</i>	Susan Marcoux-Morris	MacMillan Publishing	4-9
<i>*Games to Keep Kids Moving</i>	Bob Dieden	Parker Publishing	3-8
<i>*Gymnastics Fun and Games</i>	Patty Hacker, Eric Malmberg, Jim Nance	Human Kinetics	K-8
<i>*Health Related Fitness for Grades 3 and 4</i>	Chris Hopper, Bruce Fisher, Kathy D. Munoz	Human Kinetics	3 and 4
<i>*Health Related Fitness for Grades 5 and 6</i>	Chris Hopper, Bruce Fisher, Kathy D. Munoz	Human Kinetics	5 and 6
<i>*Holiday Games and Activities</i>	Barbara Wnek	Human Kinetics	K-6
<i>*Hooked on Fitness</i>	James Harrison	Parker Publishing	K-8
<i>*Innovative Games</i>	Brenda Lichtman	Human Kinetics	1-6
<i>*Kids in Motion</i>	Terri Ziem	Muscles in Motion	1-6
<i>Kin Ball</i>		Omnikin Inc.	4-12
<i>*Life's Little Fitness Instruction Book</i>	Roosevelt Elementary Students		K-12
<i>*Parachute Games</i>	Todd Strong, Dale LaFevre (the new game guys)	Human Kinetics	?

Book Title (* = District Resource)	Author	Publisher	Grade Level
<i>*Physical Education Curriculum Activities Kit for Grades K-6</i>	Keg Wheeler, Otto H. Spiker	Parker Publishing	K-6
<i>*Physical Education Fireworks!</i>	Jane B. Doss	Great Activities Publishing	K-12
<i>*Physical Fitness and Wellness</i>	Jerrold Grennberg, George Dintiman, Barbee Oakes	Allyn and Bacon	High School to College
<i>*Playing it S.A.F.E. (Successful Activities for Everyone)</i>	Don Pucket	P.E. Productions	K-Adult
<i>*Success Oriented P.E. Activities (Secondary)</i>	Bud and Sue Turner	Prentice Hall	7-12
<i>*Teaching for Outcomes in Elementary Physical Education</i>	Christine J. Hopple	Human Kinetics	K-6
<i>*Teaching Strategies for Improving Youth Fitness</i>	Robert Pangrazi, Charles Corbin	AAHERD	1-12
<i>*The Bottomless Bag: This One</i>	Dubuque	Kendall/Hunt	1-12

Web Site	Name	Information
www.wnba.com		
www.kidshealth.org	Nutrition and fitness	Advice on exercise and nutrition choices
www.studyweb.com	Health and fitness	Links to health- & fitness-related sites, especially tailored to young athletes
www.24hourfitness.com	24-hour fitness centers	Directory of news, fitness advice, articles on nutritional issues
www.netsweat.com	Internet Fitness Resource	Dissemination of information on exercise and fitness
www.aash.org	Fitness and nutrition	Information and research topics
www.shapeup.org	Fitting Fitness In	Motivational tips for starting and sticking with an exercise program
www.afpafitness.com	Health Facts Articles	
www.fitnesslink.com		Information resource for a variety of health, fitness, sport, diet, exercise issues
www.exploratorium.edu/baseball	Baseball skills	Looking at mechanics of skills associated with the sport
www.healthcalc.net	Health care	Calculates the influence of personal risk factors
pe.central.vt.edu	PE Central	Lesson plans, other teaching strategies
www.olen.com/food/	Fast Food Facts	Facts about nineteen fast food restaurants

Web Site	Name	Information
www.healthyideas.com/	Extension of Prevention magazine	Investigating health information
www.michiganfitness.org	Michigan Exemplary PE Curriculum Project	Multimedia resource incorporating research on how children learn fundamental skills
www.onhealth.com	Health-related material	
www.eatsmart.org	Dairy Council	Online catalog, link to Pacific Science Center, nutrition tip of the day, etc.

Washington State Essential Academic Learning Requirements for Health and Fitness

See OSPI Web Site

Choose Curriculum Area and either Word or PDF format

<http://www.k12.wa.us/curriculuminstruct/EALRs.asp>