

Priority Academic Student Skills

PHYSICAL EDUCATION

OVERVIEW

The overall goal of Oklahoma's *Priority Academic Student Skills (PASS)* for Physical Education is to promote the health and well-being of each student and guide them toward becoming physically active for life.

According to the National Association for Sport and Physical Education (NASPE), a physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activity and its contribution to a healthy lifestyle.

The *Priority Academic Student Skills (PASS)* are categorized under three major areas: Motor Skill and Lifetime Activity Development; Health-Enhancing Activity Development; and Personal and Social Skill Development. It is important to realize some skills are repeated because of the need for emphasizing those skills. Skills have been selected and placed under major headings to demonstrate the appropriateness of what is expected at the various grade levels.

MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

Grades 6 - 7

Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.

1. Consistently throw, catch, hand and foot dribble a ball while guarded by opponents.
2. Design and refine a routine combining various jump rope skills to music.
3. Perform a variety of multicultural dances and creative movements to music.
4. Demonstrate accuracy and distance in throwing of a variety of objects (e.g., saucer-shaped disks, deck tennis rings, footballs).
5. Consistently strike a ball so that it travels in an intended direction and height using a long-handled implement.
6. Demonstrate basic skills in modified net games (e.g., tennis, volleyball, badminton) and invasive games (teams moving into the opponents territory, e.g., soccer, basketball).
7. Volley an object in a small group, without catching it (e.g., balloon, ball, foot bag).
8. Consistently strike a ball to a wall or a partner with a paddle/racket using both forehand and backhand strokes.

Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.

1. Identify the critical elements of performing more advanced movement skills.

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2. Apply specific knowledge in skill development.
3. Identify characteristics of highly skilled performance in a few movement forms.

HEALTH-ENHANCING ACTIVITY DEVELOPMENT

Standard 3: The student exhibits a physically active lifestyle.

1. Participate in an individualized fitness program.
2. Monitor heart rate before, during and after activity.
3. Identify benefits of participation in different forms of physical activities.

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

1. Set goals for achieving and maintaining acceptable body composition levels.
2. Identify benefits of participation in different forms of physical activities.
3. Explain the importance of the components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, and body composition.
4. Identify proper warm-up, conditioning, cool-down techniques, and safe principles of exercise.

PERSONAL AND SOCIAL SKILL DEVELOPMENT

Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.

1. Design and play small group games that involve cooperating with others.
2. Apply rules and etiquette in physical activities.
3. Accept and respect the decisions made by game officials, whether they are fellow students, teachers, or volunteers.

Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.

1. Participate with and show respect for persons of like and different skill levels.
2. Demonstrate sensitivity to the feelings of others during interaction with others in a physical activity setting.

Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

1. Enjoy the challenges of learning new activities.

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2. Become more skilled in participation of favorite activities.
3. Identify the creative aspects of performance of physical activity.

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MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

Grades 8 - 9

Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.

1. Design and perform rhythmic activities involving physical movement with or without music, encompassing a variety of multicultural forms of movement and/or manipulative objects (e.g., tinkling, jump rope, creative movement).
2. Design sequences demonstrating rhythmic movement incorporating the manipulation of objects.
3. Design smooth sequences demonstrating traveling, jumping, rolling, balancing, and weight transfer with intentional changes in direction, speed, and flow.

Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.

1. Demonstrate competency in a variety of movement forms.
2. Demonstrate basic skills and safety procedures for participating in selected outdoor pursuits.
3. Use offensive and defensive strategies in modified activities of team and individual sports.
4. Evaluate and select strategies for improved performance in selected activities.
5. Demonstrate basic to intermediate proficiency in at least one activity from the following categories: individual, dual, and team sports.
6. Demonstrate basic to intermediate proficiency in at least one of the following categories: aquatics, dance, gymnastics, and outdoor pursuits.
7. Perform a variety of dances with fluency and in time to music (e.g., folk, square, social, creative).

HEALTH-ENHANCING ACTIVITY DEVELOPMENT

Standard 3: The student exhibits a physically active lifestyle.

1. Establish personal fitness goals.
2. Participate regularly in and out of the school setting in health-enhancing physical activity to accomplish personal goals.
3. Demonstrate knowledge of long-term physiological and psychological benefits that may result from regular participation in physical activity.
4. Correctly demonstrate various weight-training principles.

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5. Describe principles of training and conditioning for specific activities.

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

1. Analyze and categorize activities and exercises according to potential fitness benefits.
2. Evaluate the role of exercise and other factors to be considered in weight control.
3. Design and participate in an individual fitness program that emphasizes health-related fitness components: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition.
4. Use results from fitness assessments to guide changes in personal program.
5. Design and implement a personal fitness profile that relates to total wellness.
6. Utilize technology to research fitness, health, and wellness information.

PERSONAL AND SOCIAL SKILL DEVELOPMENT

Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.

1. Demonstrate appropriate conduct as an individual and as part of a group.
2. Apply appropriate safety rules and precautions inherent to physical education.
3. Recognize the influence of peer pressure.
4. Solve problems by analyzing causes and potential solutions.
5. Work cooperatively with a group to achieve group goals.

Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.

1. Show respect for persons of like and different skill levels.
2. Discuss the historical role of various games, sports, and dance in the cultural life of a population.
3. Utilize technology in gathering information concerning the history of sports and other cultural games and dances.

Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

1. Try new and challenging activities.
2. Recognize physical activity as a means for self-expression and enjoyment.
3. Become more skilled in a selected favorite activity.

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GLOSSARY

aerobic - the metabolic function in which oxygen is used to produce energy. Aerobic training conditions the cardiorespiratory and muscular skeletal system.

authentic assessment - assessing the student in the actual or natural setting in which the skill is performed.

ballistic - bouncing type movements, as in bouncing a stretch which is not recommended.

biomechanical principles - the principles of human movement.

body composition - the ratio of lean body mass (bone, muscle, organs) to body fat.

cardiovascular endurance - a measure of the heart's ability to pump oxygen-rich blood to the working muscles during exercise, and the muscle's ability to take up and use the delivered oxygen to produce the energy needed to continue exercising.

combatives - activities that allow students the opportunity to match physical strength, skill, and agility against other students.

cooperation - the ability to work with others in pursuit of a mutual goal.

creative movement - allowing students to express feelings, ideas, emotions, and creativity through rhythmical movement.

flexibility - the ability of a joint to move freely through a full range of motion.

health-related fitness - fitness components (i.e., muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance).

healthy lifestyle - health-related behaviors over which the individual has personal decision-making control, including proper diet, adequate exercise, and appropriate rest which promotes both physical and emotional well-being.

locomotor skills - skills used to move from one place to another or to raise the center of gravity (i.e., walking, running, sliding, skipping, galloping, jumping, hopping).

manipulative skills - skills such as catching, throwing, kicking, striking that involve the handling of an object or objects.

motor skills - movement skills classified as locomotor, nonlocomotor, rhythmical and manipulative.

muscular endurance - the ability of a muscle or muscle group to apply force repeatedly or to sustain a contraction for a period of time.

muscular strength - the ability of a muscle or muscle group to exert force against a resistance.

nonlocomotor skills - movement in place or around the axis of the body such as bending, twisting, swaying, or raising and lowering of body parts.

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physically educated - a person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates regularly in physical activity; knows the implications of and the benefits from involvement in physical activities; and values physical activity and its contribution to a healthful lifestyle.

principle of specificity - choosing specific exercises for the development of specific components of physical fitness (e.g., jogging for improving cardiorespiratory fitness, push-ups for strengthening the chest and triceps).

recovery heart rate - the heart rate measured at certain intervals after exercise, most often at one, three, and five minutes after completion.

schottische - a folk dance step; three steps and a hop (right, left, right - hop; repeat left).

static - stationary; in reference to muscle contractions no movement takes place.

target heart rate - the heart rate range which corresponds to an exercise intensity sufficient to improve health-related physical fitness.