

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 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.

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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.
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.

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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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MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

Grades 10 - 12

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

1. Demonstrate basic to intermediate knowledge and skill proficiency in at least one of the following categories: aquatics, combative, dance, individual and team sports, and outdoor pursuits.
2. Demonstrate intermediate to advanced knowledge and skill proficiency in at least one of the following categories: aquatics, combative, dance, individual and team sports and outdoor pursuits.
3. Perform at least one intermediate/advanced level of rhythmic activity, in time to music, from the following categories: folk, square, social, or creative dance.
4. Explore introductory outdoor activities (e.g., orienteering, hiking, cycling).

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

1. Apply biomechanical principles and concepts to analyze and improve performance of self and others.
2. Compare and contrast offensive and defensive patterns in sports.
3. Identify and apply critical elements to enable the development of movement proficiency.
4. Utilize technology for increased specialized knowledge of the development of movement proficiency.

HEALTH-ENHANCING ACTIVITY DEVELOPMENT

Standard 3: The student exhibits a physically active lifestyle.

1. Explain how physical activity is likely to change at various stages of life and develop strategies to deal with those changes.
2. Plan a lifetime physical fitness program profile.
3. Self-test personal fitness status of health-related components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
4. Contrast health-related components with skill-related components of physical fitness.

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

1. Maintain and improve health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).
2. Evaluate risks and safety factors that may affect physical activity preferences.
3. Use results of fitness assessments to guide changes in his/her personal program.
4. Utilize technology to critically evaluate claims and advertisements made about commercial products, programs, and services in the fitness and health fields.
5. Categorize activities that can be pursued in the local community according to benefits and participation requirements.
6. Analyze time, cost, and accessibility factors related to regular participation in physical activities.

PERSONAL AND SOCIAL SKILL DEVELOPMENT

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

1. Accept responsibility in a leadership role and willingly follow to accomplish group goals.
2. Avoid potential conflicts by communicating with other participants.
3. Encourage others to apply appropriate etiquette in all physical activity settings.
4. Demonstrate appropriate conduct and etiquette as an individual and as a part of a group.
5. Accept and respect the decisions made by game officials, whether fellow students, teachers, or volunteers.

Standard 5: 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. Respect physical and mental limitations of self and others.
3. Participate in a variety of games, sports, and rhythmic activities representing various multicultural backgrounds.
4. Identify the effects (e.g., physical fitness level, climatic conditions) of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.

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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.