

## ALASKA PHYSICAL EDUCATION STANDARDS

### Introduction:

Alaska Standards-based Physical Education is essential for the health and well-being of every Alaskan student including those with special needs. Physical Education, a content area in the total educational program;

- Focuses on fitness.
- Teaches skills that lead to enjoyment of lifelong physical activity.
- Enhances all aspects of development including but not limited to health, academic performance, physical fitness, movement knowledge, goal setting, self-esteem, stress management, and social skills.
- Embraces the unique challenges of Alaska's geographic location, cultural diversity, climate, and local school structure.

A physically educated student will:

### **Standard A**

Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

### **Standard B**

Apply movement concepts to the learning and performance of physical activities.

### **Standard C**

Participate regularly in physical activity.

### **Standard D**

Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.

### **Standard E**

Exhibit personal and social behavior that respects self and others in physical activity settings.

### **Standard F**

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **Grade K-2 Objectives**

Children in grades K-2 are very active and enjoy learning and exploring new ways to move and be active. Physical education will support the development of a wide variety of fine and gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students will be engaged in a variety of physical activities that emphasize social interaction, future participation, and enjoyment of life-long physical activity.

### **By the end of Grade 2, students will:**

#### **Standard A**

Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:

1. Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.
2. Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging, swaying
3. Dribble with hands and feet.
4. Dribble with short-handled and long-handled implements while stationary and moving.
5. Jump and land in various combinations.
6. Demonstrate balance on the ground and on objects, using bases of support other than both feet.
7. Repeatedly jump a turned rope.
8. Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.
9. Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.
10. Strike a stationary object using hands or feet with force and accuracy.
11. Strike a stationary object using a variety of short-handled and long-handled implements.
12. Strike a moving object using hands and feet.
13. Strike a moving object using short and long handled implements.
14. Step forward with opposite foot during throw.
15. Throw or roll with force and accuracy a variety of objects.
16. Catch a variety of objects.
17. Volley a variety of objects using various body parts.
18. Move with effort, time, force, and flow.
19. Move in a variety of pathways (e.g. straight, curve, zig-zag).

#### **Standard B**

Apply movement concepts to the learning and performance of physical activities

1. Define open space.
2. Explain the importance of a wide base of support in balance activities.
3. Identify opportunities to use underhand and overhand movement (throw) patterns.
4. Identify when to begin the kicking motion when kicking a slowly rolling ball.

5. Explain the purpose of using a side orientation when striking a ball from a batting tee.

### **Standard C**

Participate regularly in physical activity:

1. Participate in physical activity outside of physical education class.
2. Identify appropriate physical activities for recess and outside of school.
3. Attempt to perform new movement skills and activities.

### **Standard D**

Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:

1. Understand and demonstrate the importance of a proper warm-up prior to physical activity.
2. Utilize age-appropriate stretching techniques to increase flexibility.
3. Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).
4. Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).
5. Discuss the benefits of fitness (e.g. being fit allows me to ride my bike, why it is fun to move).
6. Discuss the benefits of healthy food and beverage choices.

### **Standard E**

Exhibit personal and social behavior that respects self and others in physical activity settings:

1. Encourage others by using verbal and nonverbal communication.
2. Apply established class rules, procedures, and safe practices.
3. Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.
4. Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).
5. Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).
6. Demonstrate respect for differences (e.g., gender, ethnicity, disability among people, and physical activities of a variety of national, cultural, and ethnic origins).
7. Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g. bear or moose on playground).
8. Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).
9. Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device.)

### **Standard F**

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1. Celebrate personal successes and achievements as well as those of others.
2. Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)

3. Name physical activities that are enjoyable.
4. Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).
5. Attempt new activities.
6. Continue to participate when not successful on first try.
7. Try new movements and skills willingly.

### **Grades 3-5 Objectives**

In grades 3-5, students will attain mature motor skills, use movement patterns, learn movement concepts and explore fitness concepts. Personal and social skills are emphasized through cooperative activities and the introduction of modified games.

### **By the end of Grade 5, students will:**

#### **Standard A**

Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:

1. Enter, jump, and exit a long (double) rope turned by others.
2. Jump repeatedly a self-turned rope while performing different jumping skills.
3. Dribble an object with a hand, foot, and long-handled implement in personal and shared space.
4. Perform simple, small-group balance stunts by distributing weight and base of support.
5. Kick and punt a ball at targets from varying distances.
6. Design and perform a creative dance.
7. Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.
8. Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.
9. Strike an object with an underhand and a side orientation.
10. Throw overhand a ball to a target with force and accuracy.
11. Throw and catch an object with a partner while both partners are moving.
12. Volley a lightweight object repeatedly with a partner.

#### **Standard B**

Apply movement concepts to the learning and performance of physical activities

1. Select and practice a skill in which improvement is needed.
2. Use offensive and defensive skills to obtain and maintain possession of an object.
3. Use a variety of spatial relationships with others in order to play or design a small-group game.
4. Devise cooperative strategies to keep opponents from reaching a specified area, person or object.
5. Use specific feedback to improve performance.
6. Demonstrate basic competence in game strategies and concepts.

#### **Standard C**

Participate regularly in physical activity:

1. Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
2. Participate in local physical activity opportunities.
3. Choose to participate in structured and purposeful activity.
4. Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).

### **Standard D**

Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:

1. Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.
2. Compare target heart rate and perceived exertion during physical activity.
3. Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.
4. Engage in appropriate physical activity that results in the development of cardiovascular endurance.
5. Recognize that physiological responses to exercise are associated with their own levels of fitness.
6. Choose to participate in activities to increase muscular strength and endurance.
7. Explain how improved flexibility increases the ability to perform skills.
8. Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
9. Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport).

### **Standard E**

Exhibit personal and social behavior that respects self and others in physical activity settings:

1. Demonstrate awareness and participate safely when involved in activity.
2. Form groups quickly when asked.
3. Recognize importance of individual responsibility in a group effort.
4. Encourage others by using verbal and nonverbal communication.
5. Accommodate individual differences in ability levels of others.
6. Work productively with assigned or random groups without adult intervention.
7. Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.
8. Act in a safe and healthy manner when confronted with conflict during physical activity.
9. Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
10. Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.

## **Standard F**

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1. Develop self-confidence and a positive self-image in physical activity settings.
2. Choose motivators (e.g. music, friends) that will enhance fun and enjoyment in a physical activity setting.
3. Participate in physical activities which will allow students to set and achieve individual and team goals.
4. Participate with others in a variety of competitive and non-competitive physical activities.

## **Grades 6-8 Objectives**

In middle school, grades 6-8, students further develop specialized skills within movement forms and enhance physical fitness through involvement in a variety of dual and individual modified sports and outdoor activities. Students participate in physical activities that lead to active lifestyles and lifetime wellness. Social and emotional development is enhanced through activities that require team building.

### **By the end of Grade 8, students will:**

#### **Standard A**

Demonstrate competency in motor and movement skills needed to perform a variety of physical activities

1. Demonstrate competent skills for participation in modified team activities (e.g., basketball, volleyball, softball, ultimate Frisbee).
2. Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games).
3. Demonstrate competent skills for participation in non-competitive individual activities (e.g. weight training/resistance training, swimming, exercise).
4. Demonstrate competency for participation in rhythmic activities (e.g. social, folk, Native dances).
5. Demonstrate competency for participation in adventure/outdoor activities (e.g. orienteering, snowshoeing, skating).
6. Explore Alaskan cultural physical activities (e.g. Native Youth Olympics games and dances).

#### **Standard B**

Apply movement concepts to the learning and performance of physical activities:

1. Identify critical elements of skill for selected movement forms.
2. Detect and correct errors in personal performance in a variety of activities.
3. Explain at least two game tactics involved in playing team, dual, and individual activities.

4. Use offensive and defensive strategies while participating in modified team, individual and dual sports.
5. Design a game that incorporates skills and tactics that can be played by all students.
6. Implement strategies and safety procedures for success while participating in physical activity (e.g. use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bicycle).
7. Identify major muscle groups utilized in a variety of movements.

### **Standard C**

Participate regularly in physical activity:

1. Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.
2. Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.
3. Maintain a physical activity log for a designated period of time (e.g. weight training charts, steps during the day, time engaged in physical activity).
4. Use current technology (e.g. pedometers, Wii Fitness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.
5. Identify local, state, national, and international fitness and recreational organizations (e.g. YMCA, United States Cycling Federation, Special Olympics Alaska, Challenge Alaska, and Alpine Alternatives, CITC, BOYS AND GIRLS CLUBS).

### **Standard D**

Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:

1. Monitor heart rate before, during, and after various intensity levels of physical activity.
2. Compare the fitness benefits of a variety of activities.
3. Improve and achieve age appropriate fitness standards defined in a selected program (i.e. Fitnessgram, Brockport, President's Fitness Test).
4. Demonstrate personal fitness by participating in activities to improve specific fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility).
5. Formulate meaningful personal fitness SMART goals based on the results of fitness testing

### **Standard E**

Exhibit personal and social behavior that respects self and others in physical activity settings:

1. Demonstrate appropriate behavior in physical activity settings.
2. Demonstrate concern for safety of self and others during games and activities.
3. Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g. accepting controversial decisions).
4. Demonstrate cooperation with peers of different ages, disabilities, genders, races, ethnicities, SES, cultures, and abilities in physical activity settings (e.g. through verbal and non-verbal behavior)

### **Standard F**

1. Identify several reasons why participation in physical activities is enjoyable and desirable:

2. Reflect on reasons for choosing to participate in selected physical activities (e.g. health, challenge, self-expression, social interaction, personal goal).
3. Enjoy working alone or with others in a sport or physical activity to achieve a goal.

### **Grade 9-12 Objectives**

Physical education in grades 9-12 is the final opportunity for Alaskan students to establish positive physical activity habits and to become lifelong movers. High school physical education emphasizes fitness and lifetime physical activity for all students, including students with special needs. Students select a variety of activity courses (individual/dual sports, team sports, non-competitive sports, dance/rhythms, aquatics/water safety, adventure/outdoor activities, and activities unique to Alaska); set goals; and identify local, regional, state, and national venues and programs to enhance their physical activities and/or fitness. Students are encouraged to take physical education every year to meet Alaska Physical Education Standards.

**By the end of Grade 12, a student will:**

#### **Standard A**

Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:

1. Demonstrate competent skills while participating in modified team activities (e.g. soccer, lacrosse, hockey).
2. Demonstrate competent skills while participating in individual and dual activities (e.g. golf, tennis, bowling).
3. Demonstrate competent skills while participating in non-competitive individual activities (e.g. walking, yoga, aquatic water safety, Native Youth Olympics games).
4. Demonstrate competent skills while participating in rhythmic activities (e.g. Native, folk, social dances).
5. Demonstrate competent skills while participating in adventure/outdoor activities (e.g. Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).

#### **Standard B**

Apply movement concepts to the learning and performance of physical activities:

1. Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.
2. Use a variety of complex movement patterns, independently and routinely, to improve skills.
3. Acquire new skills while continuing to refine existing ones.
4. Identify basic biomechanical principles as they pertain to movements within a physical activity.
5. Recognize various levels of performance (novice, competent and proficient).
6. Apply knowledge of major muscle groups to improve performance and/or create training plans.
7. Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).



### **Standard C**

Participate regularly in physical activity:

1. Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.
2. Maintain an outside-of-class physical activity journal based upon units of study.
3. Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).
4. Develop evidence-based personal activity plans that include self-selected physical activities and sports.

### **Standard D**

Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:

1. Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS II – Adaptive Physical Education Assessment).
2. Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).
3. Compare and identify fitness value of specific movement forms.
4. Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.

### **Standard E**

Exhibit personal and social behavior that respects self and others in physical activity settings:

1. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.
2. Demonstrate an understanding of responsible personal and social behaviors in physical activity settings
3. Make appropriate personal choices for engaging in physical activities recognizing the influence of age, disability, gender, race, ethnicity, socio-economic status, and culture.
4. Exhibit sportsmanship/etiquette in all physical activity settings.

### **Standard 6:**

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1. Enjoy the challenge of working hard and the satisfaction of improving skills.
2. Seek personally challenging experiences in physical activity opportunities.
3. Recognize physical activity as a positive opportunity for social and group interaction.
4. Analyze selected physical activity experiences for social, emotional, and health benefits.