

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

Grade 1

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

1. Demonstrate the ability to move in various locomotor patterns (e.g., galloping, skipping, hopping, sliding).
2. Demonstrate the ability to move in various nonlocomotor patterns (e.g., bending, swaying, twisting).
3. Combine various movement skills and patterns to music, but not necessarily in time.
4. Demonstrate understanding by responding appropriately to the conceptual terms of over, under, behind, alongside, through.
5. Roll smoothly in a forward direction.
6. Perform a log roll without hesitating or stopping.

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

1. Demonstrate manipulative skills of throwing, catching, kicking, and jumping a swinging rope.
2. Use different locomotor skills to move at different speeds, levels, and directions.
3. Demonstrate ability to travel forward, backward, and sideward without falling.
4. Demonstrate ability to balance on a variety of body parts.

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5. Be introduced to evasive techniques (e.g., escaping, catching, dodging).

HEALTH ENHANCING ACTIVITY DEVELOPMENT

Standard 3: The student exhibits a physically active lifestyle.

1. Participate in a variety of moderate to vigorous physical activity in and out of the school setting.
2. Identify activities that provide pleasure and enjoyment through participation.
3. Identify and participate in activities that promote cardiovascular endurance.
4. Identify changes in the body during physical activity.
5. Identify physical activities that promote muscular strength.

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

1. Be introduced to physical activities and their benefits for maintaining fitness and personal well-being.
2. Recognize changes in heart rate during physical activity.
3. Explain the function of the heart and lungs.
4. Experience moderate to vigorous activity for short periods of time.
5. Be introduced to the following components of health-related fitness: muscular strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.
6. Identify proper and improper stretching techniques.

PERSONAL AND SOCIAL SKILL DEVELOPMENT

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

1. Identify the benefits that accompany sportsmanship, cooperation, and following rules.
2. Demonstrate safety skills while participating in physical activity with or without equipment or apparatus.
3. Demonstrate self-discipline and responsibility while actively participating in group, individual, and partner activities.
4. Follow directions while participating in class activity.

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

1. Demonstrate respect for others in the learning environment.
2. Demonstrate cooperation without regard to personal differences.
3. Resolve conflicts with others in socially acceptable ways.

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

1. Enjoy participation in physical activity while alone or with others.
2. Identify physical activities that allow for self-expression and enjoyment.
3. Be willing to try new challenges and activities.
4. Participate in a wide variety of physical activities that allows for self-expression.

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MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

Grade 2

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

1. Demonstrate the movement concepts of body awareness, spatial awareness, and body movement relationships.
2. Demonstrate mature form in a variety of manipulative, locomotor and nonlocomotor skills performed individually and with a partner.
3. Demonstrate control in traveling, weight bearing, and balance activities.
4. Demonstrate motor patterns in simple combinations (e.g., dribble a ball while running).

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

1. Demonstrate manipulative skills of catching, throwing, kicking, striking, and dribbling with hand and foot.
2. Perform locomotor patterns in time to music.
3. Jump and land using a combination of one- and two-foot takeoffs and landings.
4. Change speed and direction in response to a variety of rhythms.
5. Roll smoothly in a forward direction without hesitating or stopping.
6. Transfer body weight to the hands (e.g., handstand, pull up, arm hang).
7. Jump a turned rope held by others.
8. Jump a self-turned rope.
9. Kick a slowly rolling ball into the air or on the ground, using the instep of the foot.
10. Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition.
11. Catch an object gently thrown to him/her using proper hand position.
12. Strike a ball with a bat from a tee or cone, using a correct grip and side orientation.
13. Demonstrate evasive skills of chasing, fleeing, and dodging to avoid or catch others.

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HEALTH-ENHANCING ACTIVITY DEVELOPMENT

Standard 3: The student exhibits a physically active lifestyle.

1. Participate in individual and group fitness activities in and out of the school setting.
2. Identify at least one activity associated with each component of health-related fitness.
3. Identify favorite physical activities and the reasons for enjoyment.
4. Explain the benefits of increased heart rate following an aerobic activity.
5. Participate daily in moderate to vigorous physical activity.

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

1. Associate physical activities and the benefits for maintaining fitness and personal well-being.
2. Demonstrate proper and improper stretching technique.
3. Identify and explain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance activities.
4. Explain the heart is a muscle and becomes stronger as a result of aerobic activity.
5. Locate various pulse points.

PERSONAL AND SOCIAL SKILL DEVELOPMENT

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

1. Demonstrate safety skills while participating in physical activity.
2. Follow instructions while participating in class activity.
3. Demonstrate consideration of others while participating in physical activities (e.g., taking turns, sharing equipment, encouraging others).
4. Follow class rules and procedures and apply them to all activities.

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

1. Demonstrate cooperation and respect for others in the learning environment.
2. Resolve conflicts with others in socially acceptable ways.
3. Demonstrate consideration of others regardless of personal differences.

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

1. Identify physical activities that are enjoyable.
2. Be willing to try new challenges and activities.
3. Participate in a wide variety of physical activities that allow for self-expression.

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MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

Grade 3

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

1. Travel in different directions, using a variety of locomotor skills in a combination of simple rhythmic patterns.
2. Demonstrate different locomotor skills on a low-elevated surface.
3. Combine intermediate movement patterns to music.
4. Demonstrate ability to strike a softly thrown lightweight ball back to a partner using a variety of body parts (e.g., bump in volleyball, instep kick in soccer).
5. Demonstrate mature form of throwing, catching, and kicking.
6. Jump a self-turned rope utilizing basic jump rope skills.
7. Kick a rolling ball using the inside or instep of the foot.
8. Continuously jump a swinging rope held by others.
9. Catch an object gently thrown to him/her from various distances using proper hand position.
10. Dribble and/or strike a ball towards a target by using various parts of the body.

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

1. Demonstrate evasive techniques (e.g., escaping, catching, dodging).
2. Consistently strike a ball with a bat from a tee or cone, using correct grip and side orientation.
3. Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition with accuracy and control.
4. Enter and/or exit a turned rope turned by others.
5. Perform a roll in a forward direction without hesitating or stopping for two consecutive rolls.
6. Leap, landing with either foot.
7. Balance with control on a variety of moving objects (e.g., balance boards, skates).

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HEALTH-ENHANCING PHYSICAL ACTIVITY DEVELOPMENT

Standard 3: The student exhibits a physically active lifestyle.

1. Identify at least one activity for participation on a regular basis.
2. Participate in physical activity for the purpose of developing a healthy lifestyle.
3. Participate in individual and group fitness activities.
4. Engage in appropriate activity for the development of muscular strength and endurance.

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

1. Maintain continuous aerobic activity for a specified time.
2. Explain the health-related components of fitness and identify appropriate exercises for development of each component: muscular strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.
3. Locate and name some of the various pulse points.
4. Demonstrate physical activities and the benefits for maintaining fitness and personal well-being.
5. Identify proper and improper stretching exercises and demonstrate proper technique.

PERSONAL AND SOCIAL SKILL DEVELOPMENT

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

1. Practice and distinguish between appropriate and inappropriate behavior for participating with others in physical activity.
2. Demonstrate safety in movement while participating in physical activity with or without equipment or apparatus.
3. Demonstrate cooperation in group activities.
4. Explain the benefits that accompany sportsmanship, cooperation and following rules.

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

1. Recognize differences and similarities in others while participating in physical activity.
2. Show consideration of others in physical activity settings.

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3. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior.

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

1. Express personal feelings of accomplishment from participation in physical activity.
2. Motivate and encourage others to participate in physically challenging activities.
3. Identify the benefits that accompany cooperation and participation with others in physical activity settings.

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MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

Grade 4

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

1. Perform various intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.
2. Balance safely on a variety of objects (e.g., balance beam, bench).
3. Transfer weight from feet to hands at fast and slow speeds (e.g., mule stand, handstand, cartwheel).
4. Perform basic tumbling skills using proper form.
5. Escape, catch, or dodge an individual or object while moving.
6. Be introduced to survival skills concerned with being in, on, and around water.
7. Be introduced to equipment used in a variety of activities.
8. Be introduced to lifetime outdoor activities available in the community.

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

1. Demonstrate intermediate jump rope skills.
2. Jump and land, throw, catch and kick using proper techniques.
3. Hand dribble and/or foot dribble a ball while participating in an organized group activity.
4. Strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane.
5. Explain the importance of appropriate practice for improving performance.

HEALTH-ENHANCING ACTIVITY DEVELOPMENT

Standard 3: The student exhibits a physically active lifestyle.

1. Recognize some of the opportunities for physical activity in the community.
2. Describe the health benefits that result from regular participation in physical activity.
3. Participate in physical activity for the development of a healthy lifestyle.

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

1. Describe and participate in physical activity associated with healthy lifetime skills.
2. Regularly participate in activities for the purpose of improving fitness and physical skills.
3. Participate in aerobic activity for a specified time.
4. Support, lift and control body weight in a variety of activities while practicing appropriate body alignment.
5. Monitor heart rate before and after activities.
6. Describe the components of health-related fitness and demonstrate appropriate exercises associated with each component.

PERSONAL AND SOCIAL SKILL DEVELOPMENT

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

1. Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.
2. Be considerate of others while participating in physical activity.
3. Identify equipment used and safety precautions necessary for participation in a variety of activities.

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

1. Show respect for persons from different backgrounds and cultures.
2. Recognize differences among individuals associated with physical ability and participation in various games and activities.
3. Willingly participate in group games and activities without regard to cultural differences.

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

1. Participate in physical activities that are personally interesting and enjoyable.
2. Express joy in personal successes and achievements of self and others.
3. Participate in activities that are challenging.

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MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

Grade 5

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

1. Demonstrate various advanced intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.
2. Participate in advanced/intermediate rhythmic activities involving physical movement with or without music.
3. Transfer weight from feet to hands at fast and slow speeds using large extensions (e.g., handstand, cartwheel, round off).
4. Demonstrate basic tumbling skills using proper form and technique.
5. Consistently strike a ball, so that it travels in an intended direction and height, using various apparatus (e.g., racket, bat, hockey stick, golf club).
6. Hand dribble and/or foot dribble while preventing an opponent from stealing the ball.

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

1. Design and refine a routine combining various jump rope movements to music so that it can be performed without error.
2. Design and perform gymnastic sequences that combine rolling, traveling, balancing, and weight transfer, in smooth transition, which includes changes in speed, direction and flow.
3. Perform basic dance patterns in time to music (e.g., schottische, two-step, polka).
4. Create and perform a rhythmic routine utilizing dance skills, in time to music.
5. Demonstrate ability to detect, analyze and correct errors in motor skill performance.

HEALTH ENHANCING ACTIVITY DEVELOPMENT

Standard 3: The student exhibits a physically active lifestyle.

1. Participate daily in physical activity that is health-enhancing.
2. Explain the “principle of specificity” as applied to an exercise program.
3. Analyze strengths and weaknesses in regard to personal exercise behavior.
4. Explain the meaning of “recovery heart rate” as applied to exercise.

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

1. Participate in moderate to vigorous physical activity in and out of the school setting.
2. Monitor intensity of exercise.
3. Explain the “FIT” principle as applied to exercise (frequency, intensity, and time).
4. Pursue personal fitness goals with minimal supervision.

PERSONAL AND SOCIAL SKILL DEVELOPMENT

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

1. Remain on task without close supervision.
2. Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.
3. Show respect and consideration of others in physical activity.
4. Identify equipment used and safety precautions necessary for participation in a variety of activities.
5. Practice sportsmanship, rules, and safe behavior while participating in sports and games.

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. Recognize and explain the role of games, sports and dance in different cultures.
3. Demonstrate cooperation with others, regardless of gender, race, or ethnicity in physical activity settings.

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

1. Demonstrate enjoyment from participating in physical activity.
2. Participate in personally challenging physical activities.
3. Recognize physical activity as a positive opportunity for social and group interaction.
4. Use physical activity as a tool for self-expression and challenge.

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

1. Show respect for persons from different backgrounds and cultures.
2. Recognize differences among individuals associated with physical ability and participation in various games and activities.
3. Willingly participate in group games and activities without regard to cultural differences.

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

1. Participate in physical activities that are personally interesting and enjoyable.
2. Express joy in personal successes and achievements of self and others.
3. Participate in activities that are challenging.

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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.