

Tustin Unified School District

Physical Education Content Standards

Adopted by the Board of Education April 6, 1998

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KINDERGARTEN

MOTOR LEARNING

- 1.0 Students state that skill improvement occurs with correctly practicing a skill many times.
 - 1.1 There is a correct way to perform any skill
 - 1.2 Students are at a cognitive stage of learning of all skills
 - 1.3 Students are at varied developmental levels - muscle and skeletal development will impact correctness of motor skill performance
 - 1.4 Practice consists of opportunities to perform a skill in success-based and varied formats with age appropriate feedback
- 2.0 Students demonstrate the correct technique for fundamental locomotor and non-locomotor skills.

Locomotor:

- 2.1 Walk is shifting of weight from one foot to the other without losing contact with the floor. Critical features include: keep head up, transfer weight to one foot, swing the opposite leg forward and place on floor, transfer weight from heel to ball of foot
- 2.2 Run is a transfer of weight from one foot to the other with a momentary loss of contact with the floor. Critical features include: keep your head up, lean into the run slightly, lift knees, bend elbows and swing arms freely, contact ground with heels first and push off balls of feet
- 2.3 Jump involves taking off and landing on both feet. Critical features include: crouch halfway down, swing arms back and then forward forcefully, push off with toes leaving the ground last, stretch and reach forward, heels contact first upon landing and give with landing falling forward
- 2.4 Hop involves taking off and landing on the same foot. Critical features include: lift arms slightly on hop, push off with toes and land on ball of foot
- 2.5 Skip is a walk and a hop with alternate feet leading. Critical features include: step forward and then hop up on same foot, repeat for other foot, lift knee upward, swing arms upward in time with legs and establish a smooth rhythmic motion
- 2.6 Leap is a special kind of run in which upward and forward direction of flight is increased as much as possible. Critical features include: push upward and forward with rear foot, stretch and reach with forward foot, keep head up, lean forward at trunk and alternate arm action with leg action

- 2.7 Gallop is a step-together step with the same foot always leading. A gallop can be in the forward or backward direction. Critical features include: step forward and draw other foot up quickly, repeat action, use arms as needed for balance, move on balls of feet, keep knees slightly bent and lean forward slightly at the waist
- 2.8 Slide is a step-together step performed sideward. Critical features include: step to the side and draw other foot up quickly, repeat action, use arms as needed for balance, move on balls of feet, keep knees slightly bent and lean forward slightly at the waist

Non-locomotor:

- 2.9 Stretch is to lengthen the body or body part, extend or spread one or more joints of the body
- 2.10 Twist is a rotation of the body around its own axis
- 2.11 Bend is to decrease (or change) the angle of a joint
- 2.12 Swing is a pendulum action of the body or body part, to move back and forth
- 2.13 Squat is a crouch with legs doubled up under body
- 3.0 Students demonstrate the ability to manipulate a variety of objects in personal space.
 - 3.1 Manipulative are: throwing, catching, kicking, bouncing, rolling
- 4.0 Students participate in a wide variety of activities that involve locomotor, non-locomotor, and manipulative skills.
 - 4.1 Locomotor: walk, run, jump, hop, skip, leap, gallop, slide
 - 4.2 Non-locomotor: curling, stretching, twisting, bending, turning, swinging, squatting
 - 4.3 Manipulatives: throwing, catching, kicking, bouncing, rolling
 - 4.4 Activities: exploration, move to ideas from a story; over, under, around, through, between space

BIOMECHANICS

- 1.0 Students analyze movement using static (stationary) stability to learn or improve movement skills.
 - 1.1 Wider base of support
 - 1.2 Lower center of gravity
 - 1.3 Center of gravity over base of support
 - 1.4 Heavier object

EXERCISE PHYSIOLOGY

- 1.0 Students describe the function of the cardio-respiratory system as it relates to exercise.
 - 1.1 The heart is the size of a fist and is located in the chest
 - 1.2 The heart beats faster when we perform vigorous exercise
- 2.0 Students will participate in a variety of fitness development exercises.
 - 2.1 Walking and jogging increase cardio-respiratory endurance
 - 2.2 Simple stretches such as the sit and reach behind the back-arm stretch increase flexibility
 - 2.3 Simple activities like climbing apparatus and exercise (i.e., inchworm, lame dog walk and assisted sit-ups) increase muscular strength and endurance

GROWTH AND DEVELOPMENT

- 1.0 Students identify the physical changes occurring with their bodies and the impact on movement performance.
 - 1.1 Growth changes are gradual in Kindergarten
 - 1.2 Growth generally improves physical ability

SELF-RESPONSIBILITY

- 1.0 Students participate in a variety of movement activities to experience personal feelings of success.
 - 1.1 Experimenting with different ways of traveling (locomotor movement): walking, running, hopping, skipping, gives students immediate awareness of how successful they are and how much motor learning they have already achieved
 - 1.2 When students set their own goals for improvement they feel in control of their growth and recognize their achievements as they succeed
 - 1.3 When students articulate in words or drawings what they learned and how successful they felt during the process of movement exploration, they give themselves visual or verbal reinforcement for their achievement
 - 1.4 Students can be very self-critical about their own physical capabilities and can learn to counter these negative messages by translating them into goals for improvement

AESTHETICS

- 1.0 Students experience the aesthetic of their environment through interpretive play.
 - 1.1 Shapes, patterns, textures in the environment provide visual stimuli and source material for movement

- 1.2 The shapes and movement of people, animals, and machines in the environment provide kinesthetic stimuli and source material for movement
- 1.3 The sounds made by people, animals, and machines in the environment provide aural stimuli and source material for movement
- 1.4 Students' responses (what they like and dislike) to the visual, kinesthetic, and aural stimuli provide source material for movement

SOCIOLOGY

- 1.0 Students play alone in personal space without interfering with others.
 - 1.1 Personal space is the ability to maintain one's own space between self and others while stationary or moving
 - 1.2 Personal space can be thought of as a "bubble" which represents the imaginary area that surrounds a student
 - 1.3 Respect for each others' bubble provides children with an opportunity to play in personal space. Playing in personal space allows for free movement of others

HISTORICAL PERSPECTIVES*

*Most of these concepts are in the students' History/Social Science Book (Houghton-Mifflin)

- 1.0 Students demonstrate understanding of time and space through physical activity.
 - 1.1 Sequence (before/after) of events (i.e. time)
 - 1.2 Space can be the kindergarten area, the multi, or a set area on the playground
 - 1.3 Reasons for rules - what might occur if there were no rules
 - 1.4 Favorite places in the community to play
- 2.0 Students describe what they do when they go outside for physical education
 - 2.1 Developmentally appropriate activities (see motor learning)
 - 2.2 Games played at school now and long ago

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GRADE 1

MOTOR LEARNING

- 1.0 Students explain that the desire to learn (motivation) increases learning.
 - 1.1 Success is a motivational factor
 - 1.2 The learning environment needs to consist of developmentally appropriate activities
 - 1.3 A choice-based instructional environment leads to student success
 - 1.4 Explanation or statement of goal or task increases student learning
- 2.0 Students demonstrate the elements of movement as they perform a variety of fundamental locomotor and non-locomotor skills.
 - 2.1 Locomotor: walk, run, jump, hop, skip, leap, gallop, slide
 - 2.2 Non-locomotor: stretch, twist, bend, turn, swing, squat, sway (move side to side), lean (stand at an incline)
 - 2.3 Elements: space (personal, general), time (fast, slow), force (heavy, light), flow (smooth, jerky), levels (high, medium, low), directions (forward, backward, upward, downward, sideward), pathways (straight, curved, zigzag, angular, random, circular)
- 3.0 Students demonstrate the ability to manipulate objects with purpose.
 - 3.1 Manipulative: throwing, catching, striking, kicking, bouncing, rolling
- 4.0 Students follow playground rules when using playground equipment and playing games during recess and lunch.
 - 4.1 Playground games: hopscotch, two-square, etc.
 - 4.2 Playground equipment: horizontal bars, horizontal ladder, etc.

BIOMECHANICS

- 1.0 Students analyze movement using dynamic (in motion) stability to learn or improve movement skills.
 - 3.1 To move quickly - keep center of gravity as high as possible and near edge of base of support in movement direction

- 3.2 To stop quickly - widen the base of support and lower the center of gravity as low as possible consistent with next move
- 3.3 Stability is dependent upon friction existing between the base of support and the supporting surface

EXERCISE PHYSIOLOGY

- 1.0 Students explain the relationship of exercise and nutrition to physical activity and energy.
 - 1.1 Human bodies require food to provide energy for activity
 - 1.2 Some foods are better sources of energy than others, i.e., baked potato versus potato chips
 - 1.3 Good nutrition, exercise, and rest lead to a healthy body
- 2.0 Students participate in pre- and post-testing, and a variety of fitness development exercises.
 - 2.1 Performing locomotor skills and jumping rope increases cardio-respiratory endurance
 - 2.2 Simple stretches, such as: toe flexion and arm-across-chest stretch, increase flexibility
 - 2.3 Simple activities (i.e., horizontal ladder, dome apparatus) and exercises such as the seal walk, crab walk, and assisted sit-ups increase muscular strength and endurance
 - 2.4 Teacher assessment of students in the health-related fitness tests (sit-and-reach, sit-ups, push-ups, pacer, and trunk lift) at the beginning of the school year and again at the end of the school year

GROWTH AND DEVELOPMENT

- 1.0 Students explain the physical changes occurring with their bodies in terms of height and weight and the impact on movement performance.
 - 1.1 First graders continue to grow taller and heavier
 - 1.2 An individual's adult height is basically determined by genetic factors (i.e., parent height)
 - 1.3 Increases in height generally improve physical ability
 - 1.4 Weight is related more to nutritional status than to any other physical factor

SELF-RESPONSIBILITY

- 1.0 Students appreciate their personal body image when participating in movement activities.
 - 1.1 When students draw a picture of themselves in movement activities and describe in words what they drew in their pictures, they gain awareness of the way they view themselves (their personal body image)

- 1.2 By keeping a regular record in words and pictures, students have an ongoing list of their accomplishments such as being able to move fast or balance; and abilities such as being careful or being able to find new ways to hop or jump
- 1.3 By sharing these weekly self-study sessions with other students, each student has an opportunity to appreciate the wide variety of goals and abilities that his or her classmates achieve and develop

AESTHETICS

- 1.0 Students respond to the aesthetics of their environment through interpretive play by using the various qualities of movement.
 - 1.1 "Interpret" means "to respond to" by study (careful observation) and analysis of features such as: shape, size, texture, sound, smell, feel
 - 1.2 "Qualities of movement" - there are several kinds of qualities: a.) emotional, i.e., tries; b.) time, i.e., fast; c.) energy variation, i.e., bounce, swing; d.) weight variation, i.e., heavy, light
 - 1.3 "Play" means to explore or experiment with selected shapes, motions, or patterns in the environment to provide sources for study and interpretation
 - 1.4 Shapes, motions, or patterns in the environment stimulate responses using different movement qualities
 - 1.5 These responses provide source material for movement phrases or sentences

SOCIOLOGY

- 1.0 Students demonstrate understanding of safety for self and others.
 - 1.1 Safety is the ability of students to help prevent injury to self and others
 - 1.2 Learning to move on and around apparatus safely, use equipment safely, and walk cautiously near potentially dangerous apparatus helps prevent injuries

HISTORICAL PERSPECTIVES*

*Most of these concepts are in the students' History/Social Science Book (Houghton-Mifflin)

- 1.0 Students realize consistent patterns of expected behaviors and time intervals on the playground.
 - 1.1 Recess and physical education are at specific times
 - 1.2 There are rules for behavior on the playground
 - 1.3 There are seasons of sport (i.e., football in the fall and baseball in the spring)
- 2.0 Students explain what they do in physical education.
 - 2.1 Developmentally appropriate activities (see motor learning)

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GRADE 2

MOTOR LEARNING

- 1.0 Students explain that mental practice assists with improving or learning movement skills.
 - 1.1 Mental practice gives a clear picture of a motor skill
 - 1.2 Mental imagery of a skill correctly performed increases learning
 - 1.3 Closing eyes or tuning out other distractions allows an individual to envision themselves correctly performing a skill
 - 1.4 Students can mentally focus on a problem section of a skill, and image themselves performing it smoothly and correctly
- 2.0 Students, working with a partner, demonstrate the elements of movements as they perform the correct techniques for the fundamental locomotor and non-locomotor skills.
 - 2.1 Locomotor: walk, run, jump, hop, skip, leap, gallop, slide
 - 2.2 Non-locomotor: stretch, twist, bend, turn, swing, squat, sway, lean
 - 2.3 Qualities: space, time, force, flow, levels, directions, pathways
- 3.0 Students, working with a partner, demonstrate the ability to manipulate objects with purpose.
 - 3.1 Manipulative: throwing, catching, striking, kicking
- 4.0 Students explain the reason for playground rules related to use of equipment, safety, and games.
 - 4.1 Rules allow for fair play, prevent injury, and protect equipment so that it doesn't have to be replaced as often

BIOMECHANICS

- 1.0 Students analyze movement using speed, acceleration, and deceleration to learn or improve performance.
 - 1.1 Speed (velocity) is the distance covered in certain period of time
 - 1.2 Acceleration - an increase in speed
 - 1.3 Deceleration - a decrease in speed

EXERCISE PHYSIOLOGY

- 1.0 Students design a daily routine for improving cardio-respiratory endurance.
 - 1.1 Cardio-respiratory includes the heart (cardio) and lungs (respiratory)
 - 1.2 Endurance is the ability to perform exercise for longer and longer periods of time
 - 1.3 Cardio-respiratory endurance is improved by exercising vigorously for longer and longer periods of time, at least three times a week
 - 1.4 Exercises that are good for cardio-respiratory endurance are exercises that include the whole body, i.e., brisk walking, jogging, cycling, dancing, and jumping rope
- 2.0 Students compare pre- and post-testing scores using a variety of exercises.
 - 2.1 Simple stretches, such as: trunk twist, reverse hurdler and Achilles tendon stretch, increase flexibility
 - 2.2 Simple activities (i.e., climbing apparatus and parallel bars) and exercises (sit-ups, wall push-ups, flat tires) increase muscular strength and endurance
 - 2.3 Increase cardio-respiratory endurance by regularly extending exercise time
 - 2.4 Teacher assessment of students on the four health-related fitness tests (sit-and-reach, pacer, trunk lift, sit-ups, and push-ups) at the beginning and end of school year
 - 2.5 Students comparison of post-scores to pre-scores

GROWTH AND DEVELOPMENT

- 1.0 Students describe how individual growth rates vary and have an impact on movement performance.
 - 1.1 Children tend to follow the same general growth pattern, but at their own pace
 - 1.2 Taller/heavier children tend to be early maturers
 - 1.3 Shorter/lighter children tend to be late maturers

SELF-RESPONSIBILITY

- 1.0 Students demonstrate responsibility by choosing to participate in movement-related activities during recess and lunch.
 - 1.1 If inactive students begin with simple movement self-challenges such as walking around the edge of playground, counting the number of movement activities going on, they can feel successful and provide others with interesting information
 - 1.2 If students, in pairs, take turns, one can practice a motor skill while the other student observes and records the result. Then each develops physical and observational skills and gets and gives encouragement

AESTHETICS

- 1.0 Students in pairs develop a cooperative interpretive movement experience.
 - 1.1 "Cooperative movement experiences" involve students taking turns; leading and following, giving and accepting ideas, composing and evaluating, and coming to agreement
 - 1.2 The shapes, movement, gestures, and sounds of each student are source material for a cooperative movement experience
 - 1.3 Activities which cannot be done alone such as balances or complex shapes are sources for cooperative movement experiences
 - 1.4 Improvisation provides a source of new movements for the cooperative movement experience

SOCIOLOGY

- 1.0 Students work cooperatively with a partner in a movement-related experience.
 - 1.1 Cooperation is a process where two or more students work together to achieve a common goal
 - 1.2 Learning to work together is a taught/learned process
 - 1.3 Appropriate and inappropriate words and body language affect how people feel about working together

HISTORICAL PERSPECTIVES*

*Most of these concepts are in the students' History/Social Science Book (Houghton-Mifflin)

- 1.0 Students describe how current, successful, influential, and local people have made a difference through physical activity.
 - 1.1 Depends on local area - check newspapers, local governor's council on physical fitness
 - 1.2 Successful athletes both on and off the playing field (i.e., Roberto Clemente)
- 2.0 Students explain the purpose of physical education.
 - 2.1 Prepare every person for an active healthy lifestyle
 - 2.2 Compare with the definition of an athlete

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GRADE 3

MOTOR LEARNING

- 1.0 Students will explain that using a focal point will improve movement skill performance.
 - 1.1 There is a specific place to focus when receiving manipulatives
 - 1.2 There is an unsuccessful consequence to lack of focus
 - 1.3 Visual fixation on a specific area of a target will allow a person to block out other input and be successful with a skill
- 2.0 Students use locomotor and non-locomotor skills to develop patterns and combinations of movements into repeatable sequences.
 - 2.1 Locomotor: walk, run, jump, hop, skip, leap, gallop, slide
 - 2.2 Non-locomotor: stretch, twist, bend, turn, swing, squat, sway, lean
 - 2.3 Qualities: space, time, force, flow, levels, directions, pathways
- 3.0 Students demonstrate the elements of movement as they manipulate a variety of objects.
 - 3.1 Manipulative: throwing, catching, striking, kicking
 - 3.2 Qualities: space, time, force, flow, levels, directions, pathways
- 4.0 Students create a two-player game emphasizing locomotor and non-locomotor patterns.
 - 4.1 The game's purpose, organization pattern, movement, limitations, and means of scoring must be explained

BIOMECHANICS

- 1.0 Students analyze movement performance using Newton's First Law (an object that is static will remain static unless acted upon by a force), in order to learn or improve a movement skill.
 - 1.1 In order to move from a resting position, an outside force is needed
 - 1.2 In order to stop from a moving position, an outside force (i.e., friction, gravity) is needed
 - 1.3 Muscles are one of the forces that start and stop the body's movement

EXERCISE PHYSIOLOGY

- 1.0 Students design a daily flexibility plan including a warm-up.
 - 1.1 Flexibility is important to attain and maintain a full range of motion, and to help prevent injury
 - 1.2 A warm-up should include raising the temperature of large muscle groups and preparing the body for exercise
 - 1.3 Static stretching or holding the stretch is safer and preferred over ballistic (bouncing) stretching
 - 1.4 The fitness assessment for flexibility is the sit-and-reach test
 - 1.5 Exercise for increasing flexibility includes: sit-and-reach, behind the back-arm stretch, and trunk lift
 - 1.6 Static stretches should be held at the point of discomfort for 20-seconds and performed three to five days per week
- 2.0 Students assess personal fitness in the area flexibility, compare scores to a health-related standard, and monitor involvement.
 - 2.1 Teacher assesses students using five test items at beginning and end of school year
 - 2.2 A comparison of pre- and post-scores of student flexibility to each other and the standard
 - 2.3 Continue participation in activities and exercises to improve health-related fitness scores
 - 2.4 Monitoring of flexibility assessment scores from pre-test through post-test

GROWTH AND DEVELOPMENT

- 1.0 Students describe the relationship between individual growth rates and gender, and the effect on movement performance.
 - 1.1 Girls and boys are typically of the same height/weight until ten years of age
 - 1.2 Girls and boys have similar motor performances up to the age of ten. Differences in performance are typically related to instruction and opportunity to practice

SELF-RESPONSIBILITY

- 1.0 Students develop a positive self-image when provided with success-based opportunities.
 - 1.1 If students keep a record of what movement activities they enjoy and do well and what movement activities they perform and like less, then they gain a realistic picture of their successes, preferences, and gain knowledge of where they can improve. Self-study gives students a sense of control and responsibility

- 1.2 If students alternate between working on movement activities which they enjoy and do well, including ones they like less and are less skillful in doing, then they can see progress on both ends of their skill and preference spectrum
- 1.3 If students set specific goals for improving in both kinds of activities, and keep track of their success, they will feel in control of their development and build positive experiences
- 1.4 If, at the end of the school year, students re-inventory their movement activities and preferences, they can appreciate their growth, progress, and achievements

AESTHETICS

- 1.0 Students create original movement patterns within their environment.
 - 1.1 "Original movement patterns" are movement patterns that are different from any movements the children have seen or done before
 - 1.2 "Within their environment" means their actual physical or imagined world
 - 1.3 "Space" includes exploration of:
 - 1.3.1 levels: high, medium, and low
 - 1.3.2 directions: front, back, side, up, down, diagonals and around
 - 1.3.3 floor plan: where in the room, stage, or playground the movement experience takes place
 - 1.4 "Time" means time on the clock, as well as rhythm, meter, accent, and sound pattern
 - 1.5 "Flow" means varying energy in:
 - 1.4.1 tempo: fast, slow
 - 1.4.2 weight: heavy, light
 - 1.4.3 dynamics: smooth, rough, and all the variation between these opposites
 - 1.6 Everyday movement patterns become new when their time, space, and flow components are varied

SOCIOLOGY

- 1.0 Students support and encourage a partner while involved in a movement-related experience.
 - 1.6 Encouragement is to give someone courage or confidence, to raise one's hope or to motivate
 - 1.7 Encouragement can be displayed by statements like, "you can do it, don't give up, keep trying," and by clapping, smiling, and showing thumbs up
 - 1.8 Encouragement is learned through monitoring, processing, and reinforcing displays of encouragement

HISTORICAL PERSPECTIVES*

*Most of these concepts are in the students' History/Social Science Book (Houghton-Mifflin)

- 1.0 Students explain how the physical activities in which they play have changed before and throughout their lives.
 - 1.6 Buffalo-hide sleds and medicine-dances were participated in by Native American Indians
 - 1.7 Activities in their lives depend on local area
- 2.0 Students explain how their physical education program has changed during the last four years.
 - 2.1 Developmentally appropriate activities (see motor learning) for kindergarten and third grade specific activities will depend on the local program

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GRADE 4

MOTOR LEARNING

- 1.0 Students develop a practice plan using whole and/or part practice and mass distributed practice.
 - 1.1 The practice of a skill leads to increased success when using the skill
 - 1.2 Skills which are either complex or involve a degree of safety are skills which are better taught as individual tasks, then put together as a whole
 - 1.3 Most skills, with the exception of the above criteria, are best taught as an entire unit
 - 1.4 Skills need to be revisited in an instructional unit, not taught and left
 - 1.5 Mass practice occurs in a short amount of time over an instructional unit, and really seems to have no benefit
- 2.0 Students demonstrate the correct technique to manipulate objects.
 - 2.1 Throwing is the act of imparting force on an object through the use of the hands. Characteristics of a mature throw include: swing arm backward in preparation; trunk rotates to throwing side; rotation through hips, spine, and shoulders during throw; weight transfer to opposite foot; follow-through in the direction of the target
 - 2.2 Catching is the act of receiving force from an object and retaining it in the hands. Characteristics of a mature catch include: eyes are focused on the object; one foot placed ahead of the other; hands simultaneously grasp ball; fingers point up if above waist and point down if below waist; arms "give" upon contact in order to absorb the force of the object
 - 2.3 Striking is the act of imparting force on an object through use of an implement. Characteristics of a mature strike include: eyes on ball; shift weight back and forward during swing; swing in level fashion; contact ball at point of complete arm extension and follow-through
 - 2.4 Kicking is the act of imparting force on an object with use of the foot. Characteristics of a mature kick include: stand behind ball slightly to one side; step forward on non-kicking foot; keep eyes on ball; swing kicking leg back and then forcefully forward from hip; extension of knee gives ball its speed; use arms for balance and force production
 - 2.5 Trapping is the act of receiving force from an object and retaining it with the feet. Characteristics of a mature trap include: eye on the ball; body in line with path of the ball, and "give" with the ball

- 2.6 Dribbling is the act of receiving force from an object and immediately imparting force to that object in a downward (hand) or horizontal (foot) direction. Characteristics of a mature dribble include: push the ball down; wrist controls ball; fingertips contact ball; keep ball below waist; push ball slightly forward and follow-through
- 3.0 Students create a two-player game using locomotor, non-locomotor, and manipulative skills.
 - 3.1 The game's purpose, equipment, organization pattern, movement, limitations, and a means of scoring must be explained

BIOMECHANICS

- 1.0 Students analyze movement performance using projection principles in order to learn or improve a movement skill.
 - 1.1 A correct throw, kick or strike requires an adequate generation of muscular force produced by one of the following methods:
 - 1.1.1 stabilizing the body segments involved in motion
 - 1.1.2 increasing the range of movement of the body segments imparting force
 - 1.1.3 increasing the speed of muscular contraction
 - 1.1.4 utilizing sequential movement of the muscles of the body
 - 1.1.5 stretching a muscle prior to its use
 - 1.1.6 increasing the distance through which force is applied
 - 1.1.7 using the strongest muscles available for a task
 - 1.1.8 using as many muscles as will contribute to a task
 - 1.2 Stepping forward on the opposite foot when throwing and kicking helps to keep the center of gravity over the base of support
 - 1.3 When catching an object, the force can be reduced efficiently by increasing the surface area and the distance or time over which it is received
 - 1.4 When catching an object, the force should be received close to the center of gravity if greatest stability is to be maintained

EXERCISE PHYSIOLOGY

- 1.0 Students design a one-day exercise program for improving muscle strength and endurance.
 - 1.1 Muscle strength is the maximum amount of weight a muscle can move at one time
 - 1.2 Muscular endurance is the ability of the muscles to move a light weight repeatedly

- 1.3 Muscle strength is improved by lifting a heavy weight (50 to 70% of maximum) for three sets (times) of three to five repetitions
 - 1.4 Muscular strength and endurance exercise need to be performed every other day and need to include exercises for each muscle group in which you would like to improve strength and endurance
 - 1.5 The fitness assessment for muscular endurance is sit-ups, push-ups, and pull-ups for muscular strength it is pull-ups
 - 1.6 Muscular strength and endurance exercises include sit-ups, push-ups, pull-ups, and lifting weights
 - 1.7 Muscular endurance is improved by lifting a light weight (50-70% of maximum) for three sets of eight to twelve repetitions
 - 1.8 Muscular strength and endurance are important to prevent injury and to maintain stamina required for a healthy lifestyle
- 2.0 Students assess personal fitness in the areas of muscular strength, endurance, and cardio-respiratory endurance. Students will compare scores to a health-related standard and monitor goals for improvement.
 - 2.1 Teacher assessment of student on five fitness test items at the beginning and ending of school year
 - 2.2 Student comparison of flexibility, muscular strength and muscular endurance pre- and post-scores, to each other and with the standards
 - 2.3 Continue participation in activities and exercises to improve health-related fitness scores
 - 2.4 Student monitoring of flexibility, muscular strength and muscular endurance assessment scores from pre-test through post-test

GROWTH AND DEVELOPMENT

- 1.0 Students explain that growth occurs in definite patterns over time and that certain movement activities are more appropriate at different developmental stages.
 - 1.1 There is rapid growth from birth to two years of age
 - 1.2 There is consistent stable growth between two and nine years of age
 - 1.3 There is very rapid growth between ten and fifteen years of age
 - 1.4 Peak rate of growth for boys is between twelve and sixteen, and for girls is between eleven and fourteen
 - 1.5 During rapid periods of growth, motor performance can suffer
 - 1.6 By fourth grade, students have improved eye-hand coordination, and are much more skillful at motor activities

SELF RESPONSIBILITY

- 1.0 Students adjust to success and failure through movement experiences.
 - 1.1 When students work on new skills and record what they learn about their abilities, their strengths, and weaknesses, they have the opportunity to benefit from this information and set goals to improve
 - 1.2 Students can understand that weaknesses or failures are sources of information for setting goals to improve
 - 1.3 A student can, for example, deliberately race against someone who is older, taller, and faster to understand and experience (modeling) the standard of achievement for which he or she is striving. Again, "failure" is important information and motivation
 - 1.4 If a student deliberately tries to do an advanced skill before they are ready to do it, this experience can help them understand what combination of skills they must develop to execute the advanced skill

AESTHETICS

- 1.0 Students respond to the aesthetics in their environment through interpretive movement.
 - 1.1 "Response" means attitude toward

SOCIOLOGY

- 10.0 Students respect the rights of others and their property.
 - 1.1 Respect means showing the same consideration and concern for others that they would want for themselves
 - 1.2 To develop respect, students and teachers implement positive interdependence (the learning environment is structured in a way that requires students to depend on one another in order to be successful)
 - 1.3 Respect is taught through the process of brainstorming what caring looks and sounds like, and deciding when and how to apply this skill in movement-related activities

HISTORICAL PERSPECTIVES*

*Most of these concepts are in the students' History/Social Science Book (Houghton-Mifflin)

- 1.0 Students appreciate multi-cultural related, local sport and recreational opportunities in California.
 - 1.1 Depends on local area - check newspapers, Parks and Recreation, YMCA, etc.
 - 1.2 Local demographics and geography influence the type of physical activities and recreational opportunities available within a given area - for example, skiing in the mountains and swimming and surfing at the ocean
 - 1.3 The evolution of games is influenced by multi-cultural facts, varieties of games, and rules differ depending on geographical areas (i.e., Miwok Indians played hoop game that prepared them to hunt with spears.) Miwok Indians were California Indians, like the Yurok and Chumash

- 2.0 Students describe physical education experiences for students in California during the last one hundred years and how their current physical education experience is different.
- 2.1 In the early 1800's, a tutor came to the ranch to teach the children their lessons, then the children would go horseback-riding for physical education
 - 2.2 In 1918, California passed a bill that required all children to have twenty minutes of physical education every day and high school students to have forty minutes of physical education every day
 - 2.3 Prior to the 1920's, physical education consisted primarily of calisthenics and marching
 - 2.4 During the 1920's, physical education began to focus on more natural activities such as: golf, tennis, basketball, and track and field
 - 2.5 During wartime, physical education programs emphasized fitness, whereas, before and after wartime, physical education emphasized more games

Tustin Unified School District
Physical Education Content Standards
Adopted by the Board of Education April 6, 1998

GRADE 5

MOTOR LEARNING

- 1.0 Students construct practice programs for increasing speed and accuracy in movement-related activities.
 - 1.1 Every skill performance has cognitive components that lead to increased accuracy and speed
 - 1.2 Practice which increases accuracy occurs in a minimally distractive environment
 - 1.3 Practice which increases speed allows opportunity for skills to become automatic
 - 1.4 Open skills, containing variability in performance parameters, are best practiced in variable conditions
 - 1.5 Closed skills, requiring refinement and little outside input, are best practiced repetitively and with little or no distractions
- 2.0 Students demonstrate accuracy at a variety of distances while manipulating objects.
 - 2.1 Manipulative: throwing, catching, striking, kicking, trapping, dribbling
- 3.0 Students create a four-player game using locomotor and non-locomotor, and manipulative skills.
 - 3.1 The game's purpose, equipment, organization pattern, movement, limitations, and one means of scoring must be explained

BIOMECHANICS

- 1.0 Students analyze movement performance using Newton's Second Law in order to increase accuracy at various distances.
 - 1.1 Distance is increased by the angle and height of release (45 degrees when release is at ground level, and 30 degrees when take-off level is higher)
 - 1.2 The force of an object is dependent upon its mass and the speed at which it is moving. Smaller objects travel further than larger objects when the same amount of force is used. The speed of an object affects the amount of force developed
 - 1.3 The acceleration of an object that is acted upon by a force is determined by: a) the amount of force applied, and b) the mass of the object (the larger the mass, the more force required to cause an object to accelerate)
 - 1.4 The product of an object's mass and the speed it is traveling, is known as momentum

- 1.5 When two forces are applied, the result is a combination of the two forces in proportion to the strength of each force

EXERCISE PHYSIOLOGY

- 1.0 Students design a cardio-respiratory and body composition/nutrition plan.
 - 1.1 Aerobic activities (exercise with oxygen) increases cardio-respiratory endurance; these include jogging, cycling, swimming, etc.
 - 1.2 Cardio-respiratory endurance is increased by performing aerobic exercises three to five times per week for a minimum of fifteen to twenty minutes while in the target heart rate zone
 - 1.3 Cardio-respiratory endurance is important for prevention of heart disease
 - 1.4 A simple calculation for target heart rate is maximum heart rate (220) minus age, times 60-85%
 - 1.5 The heart rate is calculated by counting heartbeats with the index and middle fingers placed on the carotid or radial artery for fifteen seconds (multiplied by 4 for 1 minute)
- 2.0 Students assess personal fitness, compare scores to a health-related standard, and set goals for improvement or maintenance.
 - 2.1 Teacher assessment of student on five fitness test items at the beginning and ending of the school year
 - 2.2 Student comparison of pre-test scores to the standards
 - 2.3 Goal setting based on comparison of pre-test scores to standards
 - 2.4 Continue participation in activities and exercises to improve health-related fitness scores
 - 2.5 Student self-testing, monitoring, and comparison of scores from pre-testing through post-testing

GROWTH AND DEVELOPMENT

- 1.0 Students analyze different body types efficiency for a variety of movements, skills, and activities.
 - 1.1 There are three body-type variations: endomorph (spherical) fat, mesomorph (muscular), and ectomorph (linear) slim
 - 1.2 A person's body type helps to determine capabilities and limitations
 - 1.3 Different body types tend to be more effective at different skills and activities (i.e., basketball players tend to be tall and lean, gymnastics tend to be short, and wrestlers tend to be stout)
 - 1.4 Increase in height creates the potential for greater leverage and is accompanied by an increase in strength

SELF-RESPONSIBILITY

- 1.0 Students value their own movement achievements.
 - 1.1 If students, in pairs or in groups of four, work on new skills together, keeping a record of their own and others' achievements, they can all develop proficiency in that skill, coach each other, and appreciate their own strong points
 - 1.2 If students watch videotapes or films of more advanced or professional players, then they can benefit from the expert models they see, and appreciate what can be achieved

AESTHETICS

- 1.0 Students express personal meaning in an interpretive movement experience gaining personal satisfaction from composing that movement experience.
 - 1.1 "Personal Meaning" means to identify what they know (understand), what they like (taste or preference), and what they can do (experience)
 - 1.2 "Express Personal Meaning" means to interrelate their understanding, taste, and experience
 - 1.3 "Personal Satisfaction" means that the result of the experience meets certain intuitions (in the gut) or articulated (ideas they have learned and agree with) criteria of completeness and originality
 - 1.4 Movements and movement activities which students like are sources for this movement experience
 - 1.5 Movements and movement activities to which or through which students can kinesthetically express themselves in a personal way are sources for this movement experience
 - 1.6 An interpretive project reflects the individuality of each student

SOCIOLOGY

- 1.0 Students demonstrate acceptance of individual difference in small group games.
 - 1.1 Acceptance of personal differences is the application of knowledge and understanding the kinds of differences people have such as: maturity, physical differences, physical ability, culture, ethnic, and gender differences
 - 1.2 There are a variety of ways in which people excel
 - 1.3 Knowledge about diversity, combined with compassion and understanding, lead to accepting personal differences

HISTORICAL PERSPECTIVES*

*Most of these concepts are in the students' History/Social Science Book (Houghton-Mifflin)

- 1.0 Students describe the origin of movement-related activities in the United States during the 18th and 19th centuries.

- 1.1 Acceptable activities were fishing, hunting, and walking because they improved people's health and renewed their spirit (Puritans)
 - 1.2 Quakers enjoyed bowling, golf, early versions of croquet, tennis, and cricket
 - 1.3 During the 18th century, mass production gained popularity and made possible inexpensive athletic equipment
 - 1.4 In the 19th century, American culture became increasingly urban and technical, providing both the necessary numbers of people to be athletes and spectators, and the technology necessary for sports as we know them today
- 2.0 Students describe the growth of physical education in the United States during the 18th and 19th centuries.
- 2.1 Education in early Colonial America was left to parents. Health and physical education were not included in the curriculum since the frontier society little understood their value
 - 2.2 The idea of physical education as an essential part of American education was not considered until Noah Webster presented his views on the positive effects of physical education in 1790
 - 2.3 During the late 1800's medicine began to specialize into sub-disciplinary groups, including physical education
 - 2.4 Physical education programs reflected the various cultures where immigrants originated, especially Germany and Sweden
 - 2.5 Between the War of 1812 and the Civil War, a variety of physical education programs were instituted in the schools

Tustin Unified School District
Physical Education Content Standards
Adopted by the Board of Education April 6, 1998

GRADE 6

MOTOR LEARNING

- 1.0 FEEDBACK: Students apply appropriate feedback to a partner while developing or improving movement skills.
 - 1.1 Using Feedback
Students will be able to give as well as receive feedback about skill performance in a non-judgmental manner.
 - 1.1.1 The student records feedback for selected skills and partially answers feedback questions. (Essential)
 - 1.1.2 The student records feedback and states how performance can be improved. (Expected)
 - 2.1.3 The student increases their use of feedback throughout units. (Extended)
- 2.0 DEMONSTRATION: Students demonstrate the ability to apply locomotor, non-locomotor, and manipulative skills in games/activities involving small groups.
 - 2.1 Demonstrate manipulative skills
Students will be able to demonstrate a variety of manipulative skills including throwing, catching, striking, kicking, trapping and dribbling.
 - 2.1.1 The student performs the correct technique for dribbling (foot), kicking and trapping (Essential)
 - 2.1.2 The student performs the correct technique, dribbling (foot) accurately around a variety of objects, kicking accurately for distance, and trapping a variety of kicks. (Expected)
 - 2.1.3 The student performs the correct technique for dribbling (foot), kicking and trapping in game situations. (Extended)
 - 2.1.4 The student performs the correct technique for the overhand, sidearm, underhand, catching striking, volleying and dribbling (hand) patterns. (Essential)
 - 2.1.5 The student performs the correct manipulative technique for the overhand, sidearm, underhand, catching, striking, volleying and dribbling (hand) pattern and demonstrate accuracy at a variety of distances. (Expected)
 - 2.1.6 The student performs the mature technique for the overhand, sidearm, underhand, catching, striking, volleying and dribbling (hand) pattern in game situations. (Extended)

3.0 **CREATING A COOPERATIVE GAME:** Students create a cooperative game by combining a variety of locomotor, non-locomotor and manipulative skills.

3.1 **Create a Game**

Students create a game where players are required to work together for a common goal. Elements to include are equipment, rules, boundaries, scoring, and movement of players.

3.1.1 Students create a cooperative game by combining three locomotor, non-locomotor and manipulative skills. (Essential)

3.1.2 Students create a cooperative game by combining a variety (at least four) of locomotor, non-locomotor, and manipulative skills. Purpose of game requires players to work together. Game rules, scoring, boundaries, equipment and movement of players completely explained and demonstrated to the teacher. (Expected)

3.1.3 The student completes the *ML3.1.2*. Expected level and teaches game to others and plays it with another group. (Extended)

BIOMECHANICS

1.0 **NEWTON'S FIRST LAW:** Students analyze movement performance using Newton's Third Law (for every action there is an equal and opposite reaction).

1.1 **Analyzing Movement**

Students will be able to analyze movement performance in order to learn or improve movement skill.

1.1.1 The student will be able to completely describe Newton's Third Law. (Essential)

1.1.2 The student will be able to correct errors in performance of one motor skill using Newton's Third Law. (Expected)

1.1.3 The student will be able to correct errors in performance of three motor skills using Newton's Third Law. (Extended)

EXERCISE PHYSIOLOGY

1.0 **DAILY FITNESS PLAN:** Students design a daily fitness plan that includes all five components of health-related fitness.

1.1 **Application of intensity and time concepts to daily fitness plan**

Students will create a one-day plan, which includes the components of warm-up, flexibility, muscular strength, muscular endurance, cardiovascular endurance, body composition, and cool down and applying the concepts of intensity and time.

1.1.1 The student will be able to develop a plan, which contains all seven parts including intensity, time and an example of an activity, which might be correct. (Essential)

1.1.2 The student will be able to develop a plan, which contains all seven parts specifying the intensity, time and one to two types of activity/exercises for each part. (Expected)

1.1.3 The student will be able to develop a plan, which contains all seven parts specifying the intensity, time and three types of activity/exercise for each part. (Extended)

2.0 **PERSONAL FITNESS:** Students assess personal fitness, compare scores to a health-related standard and set goals for improvement or maintenance.

2.1 **Assessment**

Using a fitness assessment of six test items, students will compare pre- and post scores to monitor personal fitness levels.

2.1.1 The student will be able to assess their personal level of fitness on all six-fitness tests. (Essential)

2.1.2 The student will be able to assess their fitness levels and compare their scores to the health-related standards. (Expected)

2.1.3 The students will be able to assess their fitness levels, compare their scores and set goals for improvement or maintenance. (Extended)

GROWTH AND DEVELOPMENT

1.0 **PHYSICAL DEVELOPMENT:** Students analyze the variables of physical development within their peer group and the effect on movement performance.

1.1 **Variables affecting motor performance**

Students will recognize the variables that affect motor performance include physical ability (coordination, balance, reaction time, and kinesthesia), genetics and physical characteristics (body build, height, weight, strength, flexibility, endurance, vision, hearing, and touch).

1.1.1 The student will correctly identify all of the ranges of abilities in physical development. (Essential)

1.1.2 The student will correctly identify all of the ranges of abilities in physical development and correctly notes the influence for four activity skills. (Expected)

1.1.3 The student will correctly identify all of the ranges of abilities in physical development and correctly notes the influences for eight activity skills. (Extended)

SELF - RESPONSIBILITY

1.0 **POSITIVE GROUP RECOGNITION:** Students demonstrate positive group recognition during cooperative team activities.

1.1 **Making positive comments**

Students will benefit from making positive comments about each other's success while participating in cooperative team activities.

1.1.1 The student will record their participation cooperative activities. (Essential)

1.1.2 The student will record their strengths and weaknesses in cooperative activities and understand how they contribute to the group's activity. (Expected)

- 1.1.3 The student will take turns in the role of coach, they practice seeing and building on the strengths and positive achievements of each person in the group. (Extended)

AESTHETICS

- 1.0 APPRECIATES AESTHETIC FEATURES: Students appreciate the aesthetic features of stylistics differences in performance movements.
 - 1.1 Stylistic differences
Students will identify stylistic differences in a variety of qualities of movement: time, space and flow.
 - 1.1.1 The student will describe how one person in a group performs and shares a few ideas on what s/he likes about the performance. (Essential)
 - 1.1.2 The student will describe how two people in the group perform and share what s/he likes about their performance. (Expected)
 - 1.1.3 The student will describe how all people in a group (3) perform and share what s/he likes about their performance. (Extended)

SOCIOLOGY

- 1.0 COMPREHENSIVE KNOWLEDGE: Students apply a comprehensive knowledge of cooperative skills in small groups during movement-related experiences.
 - 1.1 Demonstrate cooperative skills
Students will demonstrate the cooperative skills of active listening, encouragement, courtesy, positive disagreement, and acceptance of personal differences, teamwork, and appreciation.
 - 1.1.1 The student is cooperative with team members. (Essential)
 - 1.1.2 The student is cooperative with others in the class. (Expected)
 - 1.1.3 The student initiates opportunities to cooperate with others in class. (Extended)

HISTORICAL PERSPECTIVES

- 1.0 ORIGINS OF MOVEMENT-RELATED ACTIVITIES: Students will demonstrate knowledge of movement-related activities in the ancient world.
 - 1.1 Ancient World
Students will describe activities, origins and reasons why of movement-related activities of the ancient world areas studied in their social studies class.
 - 1.1.1 The student will describe one activity; it's origin. (Essential)
 - 1.1.2 The student will describe one activity; it's origin, and one reason why the activity was created. (Expected)

1.1.3 The student will describe three activities, their origin, and reasons why activity was created. (Extended)

2.0 PHYSICAL EDUCATION HISTORY: Students describe physical education in the ancient world.

2.1 Similarities and differences

Students will describe similarities and differences of physical education during ancient times and programs today.

2.1.1 The student will accurately describe physical education during ancient times. (Essential)

2.1.2 The student will accurately describe physical education during ancient times and describe one similarity and one difference with physical education programs today.

2.1.3 The student will accurately describe physical education during ancient times and describe three similarities and three differences with physical education programs today.

Tustin Unified School District
Physical Education Content Standards
Adopted by the Board of Education April 6, 1998

GRADE 7

MOTOR LEARNING

- 1.0 SET GOALS: Students set goals and monitor change in movement skill-development.
- 1.1 Monitor Change
The students will have the knowledge of movement concepts necessary to set goals and monitor change in motor skill development.
- 1.1.1 The student will record initial score and goal for skill selected, then record scores throughout instructional unit, and partially answer improvement process questions. (Essential)
- 1.1.2 The student will complete the Essential level and stating that setting goals and monitoring change helps to improve performance. (Expected)
- 1.1.3 The student will complete the Essential level and show improvement in recorded scores. (Extended)
- 2.0 APPLICATION: Students apply locomotor, non-locomotor, and manipulative skills to a variety of individual/dual sports and activities, including but not limited to golf, racquet skills, tumbling, dance, and medieval times.
- 2.1 Apply manipulative skills
The students will apply various manipulative skills including throwing, catching, striking, kicking, trapping and dribbling to a variety of individual/dual sports and activities.
- 2.1.1 The student performs the correct technique for dribbling (foot), kicking, and trapping. (Essential)
- 2.1.2 The student performs the correct technique, dribbling (foot) accurately around a variety of objects, kicking accurately for distance, and trapping a variety of kicks. (Expected)
- 2.1.3 The student performs the mature technique for dribbling (foot), kicking, and trapping in a game situation with accuracy and consistency. (Extended)
- 2.1.4 The student performs the correct technique for the overhand, sidearm, underhand, catching, striking, volleying, and dribbling (hand) patterns. (Essential)
- 2.1.5 The student performs the correct manipulative technique for the overhand, sidearm, underhand, catching, striking, volleying and dribbling (hand) pattern and demonstrate accuracy at a variety of distances. (Expected)

2.1.6 The student performs the mature technique for the overhand, sidearm, underhand, catching, striking, volleying and dribbling (hand) pattern in game situations. (Extended)

3.0 CREATING AN INDIVIDUAL/DUAL GAME: Students create an individual/dual game with scoring options and a penalty system.

3.1 Create a game

Students create a game, in order for it to be played fairly, points for various scoring methods are based on degree of difficulty of the task or challenge and appropriate penalties must be awarded when an unfair advantage is taken.

3.1.1 The student creates an individual/dual game with three scoring options and a penalty system by combining four locomotor, non-locomotor, and manipulative skills. Game purpose, rules, scoring, boundaries, equipment and structure of players completely identified. (Essential)

3.1.2 The student completes the 3.1.1 Essential level and demonstrates the game to the teacher. (Expected)

3.1.3 The student completed the 3.1.1 Essential level, teaches it to others and plays it with another group. (Extended)

BIOMECHANICS

1.0 SPIN AND REBOUND: Students analyze movement performance using spin and rebound principles.

1.1 Analyze

The students will describe the principles of spin and rebound and apply them to their performance.

1.1.1 The student will be able to correct errors in performance of one motor skill using spin and rebound principles. (Essential)

1.1.2 The student will be able to correct errors in performance of two motor skills using spin and rebound principles. (Expected)

1.1.3 The student will be able to correct errors in performance of three motor skills using spin and rebound principles. (Extended)

EXERCISE PHYSIOLOGY

1.0 WEEKLY FITNESS PLAN: Students design a weekly personal fitness plan including warm-up, muscular strength and endurance, cardio-respiratory, flexibility, body composition/nutrition and cool-down.

1.1 Application of FIT concept

The students will design a fitness plan that reflects their personal fitness levels and will apply the concepts of frequency, intensity and time.

1.1.1 The student will write a plan that includes FIT concepts for each area of the fitness plan. (Essential)

1.1.2 The student will write a plan that includes FIT concept for each area of the fitness plan and includes flexibility and muscular strength/endurance exercises for upper body and lower body. (Expected)

1.1.3 The student will complete the *EP5.1.2* Expected level and include exercises for the trunk. (Extended)

2.0 PERSONAL FITNESS: Students assess personal fitness, compare scores to a health-related standard and set goals for improvement or maintenance.

2.1 Assessment

Using a fitness assessment of six test items, students will compare pre- and post scores to monitor personal fitness levels.

2.1.1 The student will be able to assess their personal level of fitness on all six-fitness tests. (Essential)

2.1.2 The student will be able to assess their fitness levels and compare their scores to the health-related standards. (Expected)

2.1.3 The student will be able to assess their fitness levels, compare their scores and set goals for improvement or maintenance. (Extended)

GROWTH AND DEVELOPMENT

1.0 GROWTH RATES: Students explain the growth rates of their body segments and the relationship to movement-related experiences.

1.1 Identifies changes

The students will identify the relationship between growth in body segments and success in movement related experiences.

1.1.1 The student will correctly identify changes in growth in body segments. (Essential)

1.1.2 The student will correctly identify changes in growth in body segments and relationship between growth in body segments and success in two activities, such as racquet sports, tumbling, Medieval Times, dance, golf, and adventure/orienteering. (Expected)

1.1.3 The student will correctly identify changes in growth in body segments and relationship between growth in body segments and success in six activities. (Extended)

SELF – RESPONSIBILITY

1.0 RISK-TAKING: Students demonstrate risk-taking during individual/dual movement activities.

1.1 Challenge

Students choose to learn and perfect a skill or activity that presents a challenge to them, set goals and build on small incremental successes.

1.1.1 The student will choose a challenge that requires risk taking. (Essential)

- 1.1.2 The student will choose three challenges that require a lot of risk-taking, keep track of their progress and improve their ability to do these skills. (Expected)
- 1.1.3 The student will choose a variety of risk-taking challenges, utilize goal setting, positive self-image, modeling, and observational abilities to pace themselves in successfully learning the new skill. (Extended)

AESTHETICS

1.0 APPRECIATES PERSONAL IDENTIFY: Students appreciate personal identity and development of the aesthetic features of their performance skills.

1.1 Develop aesthetic features

The students identify their strengths and weaknesses and develop routines that enhance their personal strengths and improve their weaknesses.

- 1.1.1 The student identifies personal strengths/weaknesses, diagrams routine, and describes aesthetic features included in the routine. (Essential)
- 1.1.2 The student completes *A 9.1.1* Essential and describes how personal strengths/weaknesses were addressed in the routine. (Expected)
- 1.1.3 The student completes *A 9.1.2* Expected and there is a relationship between the personal strengths/weaknesses and the routine. (Extended)

SOCIOLOGY

1.0 PROBLEM SOLVING: The students apply collaborative problem-solving techniques using risk-based activities.

1.1 Collaborative decision-making

The students will define the problem, generate possible solutions, select and implement solution, and test for the success of the solution.

- 1.1.1 The student will occasionally follow the problem-solving process. (Essential)
- 1.1.2 The student always follows the problem-solving process. (Expected)
- 1.1.3 The student takes a leadership role in the problem solving process. (Extended)

HISTORICAL PERSPECTIVES

1.0 KNOWLEDGE OF MOVEMENT: Students will demonstrate knowledge of movement-related activities during medieval times.

1.1 Medieval Times

The students will describe activities, origins, and reasons why, of movement-related activities of medieval times.

- 1.1.1 The student will describe activity, origin and one reason why activity was created. (Essential)
- 1.1.2 The student will describe activity, origin, and two reasons why activity was created. (Expected)
- 1.1.3 The student will describe activity, origin, and three reasons why activity was created. (Extended)

2.0 PHYSICAL EDUCATION HISTORY: Students describe physical education during medieval times.

2.1 Similarities and differences

Students will describe similarities and differences of physical education during medieval times and programs today.

- 2.1.1 The student will accurately describe physical education during medieval Times, and describe one similarity and one difference with physical education programs today. (Essential)
- 2.1.2 The student will accurately describe physical education during medieval Times, and describe two similarities and two differences with physical education programs today. (Expected)
- 2.1.3 The student will accurately describe physical education during medieval times, and describe three similarities and three differences with physical education programs today. (Extended)

Tustin Unified School District
Physical Education Content Standards
Adopted by the Board of Education April 6, 1998

GRADE 8

MOTOR LEARNING

- 1.0 TRANSFER OF LEARNING: Students apply the principle of transfer of learning to learn a new skill.
- 1.1 Principles of transfer
The students will apply bilateral, inter-task, intra-task, and negative transfer principles to learning a new skill.
- 1.1.1 The student will make comparison of three activities and a specific skill in each of the three activities, and correctly answer transfer of skill questions. (Essential)
- 1.1.2 The student completed *ML 1.1.1* Essential and clarifies techniques that make them different. (Expected)
- 2.1.3 The student translates understanding of transfer of learning into developing a practice plan for a new skill. (Extended)
- 2.0 APPLICATION: Students apply locomotor, non-locomotor, and manipulative skills to a variety of team sports and activities, including but not limited to fitness, tumbling/gymnastics, basketball, soccer, hockey, football, volleyball, and dance.
- 2.1 Apply manipulative skills
The students will apply various manipulative skills including throwing catching, striking, kicking, trapping, and dribbling to a variety of team sports.
- 2.1.1 The student performs the correct technique for dribbling (foot), kicking and trapping. (Essential)
- 2.1.2 The student performs the correct technique, dribbling (foot) accurately around a variety of objects, kicking accurately for distance, and trapping variety of kicks. (Expected)
- 2.1.3 The student performs the correct technique for dribbling (foot), kicking and trapping in game situations. (Extended)
- 2.1.4 The student performs the correct technique for the overhand, sidearm, underhand, catching, striking, volleying and dribbling (hand) patterns. (Essential)
- 2.1.5 The student performs the correct manipulative technique for the overhand, sidearm, underhand, catching, striking, volleying, and dribbling (hand) pattern and demonstrate accuracy at a variety of distances. (Expected)

2.1.6 The student performs the mature technique for the overhand, sidearm, underhand, catching, striking, volleying, and dribbling (hand) pattern in game situations. (Extended)

3.0 CREATE A TEAM GAME: Students create a team game with scoring options and a penalty system.

3.1 Create a Game

The students will create a team game that includes points for scoring and appropriate penalties in order for the game to be played fairly.

3.1.1 The student will create a team game with two scoring options and a penalty system by combining three locomotor, non-locomotor, and manipulative skills. Game purpose, rules, scoring, boundaries, equipment, and structure of players are identified. (Essential)

3.1.2 The student will complete *ML 3.1.1* Essential and demonstrate it to the teacher. (Expected)

3.1.3 The student will complete *ML 3.1.2* Expanded and teach it to others, and play it with another group. (Extended)

BIOMECHANIC

1.0 ROTATION: The students will analyze movement performance using rotational principles.

1.1 Analyze

The students will describe the principles of rotation and apply them to their performance.

1.1.1 The students will be able to correct errors in performance of one motor skill using rotational principles. (Essential)

1.1.2 The students will be able to correct errors in performance of two motor skills using rotational principles. (Expected)

1.1.3 The student will be able to correct errors in performance to three motor skills using rotational principles. (Extended)

EXERCISE PHYSIOLOGY

1.0 WEEKLY FITNESS PLAN: The students refine their weekly personal fitness plan, which includes warm up, muscular strength, and endurance, cardio-respiratory, flexibility, body composition/nutrition and cool-down.

1.1 Refine Weekly Fitness Plan

Based on current fitness levels and implementation progress, students will revise their weekly fitness plan.

1.1.1 The students will revise their plan to accurately include FIT concepts for each area of the fitness plan. (Essential)

- 1.1.2 The students will revise their plan to accurately include FIT concepts for each area of the fitness plan and included a variety of flexibility and muscular strength/endurance exercises for upper body and lower body. (Expected)
- 1.1.3 The student will complete the *EP 5.1.2* Expected level and include exercises for the trunk. (Extended)

2.0 **PERSONAL FITNESS:** Students assess personal fitness, compare scores to a health-related standard and set goals for improvement or maintenance.

2.1 **Assessment**

Using a fitness assessment of six test items, students will compare pre-and post scores to monitor personal fitness levels.

- 2.1.1 The student will be able to assess their personal level of fitness on all six-fitness tests. (Essential)
- 2.1.2 The student will be able to assess their fitness levels and compare their scores to the health-related standards. (Expected)
- 2.1.3 The student will be able to assess their fitness levels, compare their scores and set goals for improvement or maintenance. (Extended)

GROWTH AND DEVELOPMENT

1.0 **AFFECTS OF HEIGHT AND WEIGHT:** The student analyzes how growth in height and weight alters the mechanical nature of performance, and how it affects the selection of developmentally appropriate activities.

1.1 **Differences affect performance**

The students will identify the differences in height and weight and their affect on performance, including the implications it has on determining appropriate age to begin certain activities.

- 1.1.1 The student will correctly identify the relationship between height/weight and performance in three of the activities. (Essential)
- 1.1.2 The student will correctly identify the relationship between height/weight and performance in four of the activities, along with one implication for selection of developmentally appropriate activities for each sport. (Expected)
- 1.1.3 The student will correctly identify the relationship between height/weight and performance in six of the activities, along with two implications for selection of developmentally appropriate activities for each sport. (Extended)

SELF – RESPONSIBILITY

1.0 **ACCEPT RESPONSIBILITY:** Students accept responsibility for their own progress by establishing personal movement-related goals and monitoring them.

- 1.1 Monitor progress
The students will establish movement-related goals, monitor their progress, and take pride in their achievement.
 - 1.1.1. The student will write down what they are working on and what goal they will work on next. (Essential)
 - 1.1.2. The student will complete *SR 8.1.1* Essential, note their progress, and take pride in their accomplishments. (Expected)
 - 1.1.3. The student will complete *SR 8.1.2* Expected, and reinforce their physical learning with verbal and/or written expression. (Extended)

AESTHETICS

- 1.0 **PERSONAL GOALS:** Students identify personal goals as a result of experiencing aesthetically satisfying movement achievements.
 - 1.1 Identifying Aesthetic Goals
The students will be able to state goals in aesthetic terms as: improved form, greater ease, more clarity, better precision in order to create a more positive experience.
 - 1.1.1 The student will be able to set two goals. (Essential)
 - 1.1.2 The student will be able to set three goals and meet one of these goals. (Expected)
 - 1.1.3 The student will be able to set three goals and meet two or three of these goals. (Extended)

SOCIOLOGY

- 1.0 **PROBLEM SOLVING:** Students apply problem-solving skills within a team.
 - 1.1 Utilize problem-solving strategies
The students will use the following problem-solving process: define the problem, generate possible solutions, select and implement a solution and test for success of the solution.
 - 1.1.1 The student will occasionally follow the problem-solving process. (Essential)
 - 1.1.2 The student will always follow the problem-solving process. (Expected)
 - 1.1.3 The student takes a leadership role in the problem-solving process. (Extended)

HISTORICAL PERSPECTIVES

- 1.0 **ORIGIN OF MOVEMENT:** Students will demonstrate the knowledge of movement-related activities in the United States during the 19th and 20th centuries.
 - 1.1 United States
The students will describe activities, origins, and reasons why, of movement-related activities in the United States during the 19th and 20th centuries.

- 1.1.1 The student will describe activity, origin, and one reason why activity was created. (Essential)
- 1.1.2 The student will describe activity, origin, and two reasons why activity was created. (Expected)
- 1.1.3 The student will describe activity, origin, and three reasons why activity was created. (Extended)

2.0 PHYSICAL EDUCATION HISTORY: Students describe physical education in the United States during the 19th and 20th centuries.

2.1 Similarities and differences

Students will describe similarities and differences of physical education in the United States during the 19th and 20th centuries and programs today.

- 2.1.1 The student will accurately describe physical education in the United States during the 19th and 20th centuries, and describe one similarity and one difference with physical education programs today. (Essential)
- 2.1.2 The student will accurately describe physical education in the United States during the 19th and 20th centuries, and describe two similarities and two differences with physical education programs today. (Expected)
- 2.1.3 The student will accurately describe physical education in the United States during the 19th and 20th centuries, and describe three similarities and three differences with physical education programs today. (Extended)

Tustin Unified School District
Physical Education Content Standards
Adopted by the Board of Education April 6, 1998

GRADE 9

MOTOR LEARNING

- 1.0 PRACTICE PROGRAM: Students develop a practice program for an open skill and for a closed skill.
 - 1.1 The student can correctly identify open and closed skills, and has an appropriate plan for each type. (Essential)
 - 1.2 The student can identify open and closed skills, and execute the practice plan for at least one of the skills. (Expected)
 - 1.3 The student can identify open and closed skills, and execute practice plans for both skills. (Extended)

- 2.0 FUNDAMENTAL MOVEMENT SKILLS: Students will apply the fundamental movement skills in team sports, tumbling/gymnastics, and aquatics.
 - 2.1 The student can perform the correct technique for a chosen skill. (Essential)
 - 2.2 The student can perform the correct technique for a skill. The entire motion is fluid and automatic. (Expected)
 - 2.1 The student can perform the mature technique for the skill, in a game situation with accuracy and consistency. (Extended)

- 3.0 STRATEGIES: The student can create a variety of offensive/defensive strategies for a new team game.
 - 3.1 The student can create a new team game along with three offensive and three defensive strategies. Game purpose, rules, scoring, boundaries, equipment, structure of players, and strategies completely identified. (Essential)
 - 3.2 The student can create a new team game along with three offensive and three defensive strategies. Game purpose, rules, scoring, boundaries, equipment, structure of players, and strategies completely identified and demonstrates the game and the strategy to the teacher. (Expected)
 - 3.3 The student can create a new team game along with three offensive and three defensive strategies. Game purpose, rules, scoring, boundaries, equipment, structure of players, and strategies completely identified and demonstrates the game and the strategy to the teacher and peers. (Extended)

BIOMECHANICS

- 1.0 MOVEMENT ANALYSIS: Students analyze movement performance using the principles of resistance in order to learn or improve a movement skill.
 - 1.1 The student is able to correct errors in performance of one motor skill using resistance principles. (Essential)
 - 1.2 The student is able to correct errors in performance of two motor skills using resistance principles. (Expected)
 - 1.3 The student is able to correct errors in performance of three motor skills using resistance principles. (Extended)

EXERCISE PHYSIOLOGY

- 1.0 FITNESS PROGRAM: Students create and implement an individual fitness program, monitor physical changes and modify the plan to ensure success.
 - 1.1 The student designs a plan that accurately includes FITT principles for each area of the fitness plan. (Essential)
 - 1.2 The student designs a plan that accurately includes FITT principles for each area of the fitness plan. It also includes a variety of flexibility and muscular strength/endurance exercises for upper body and lower body. (Expected)
 - 1.3 The student designs a plan that accurately includes FITT principles for each area of the fitness plan. It also includes a variety of flexibility and muscular strength/endurance exercises for upper body, lower body, and trunk. (Extended)
- 2.0 PERSONAL FITNESS: Students assess personal fitness, compare scores to a health-related standard and continually set goals for continued improvement or maintenance.
 - 2.1 The student designs a fitness plan with obtainable short-term goals. (Essential)
 - 2.2 The student designs a fitness plan with obtainable short-term goals, and can modify the plan once the original goals are met. (Expected)
 - 2.3 The student designs a fitness plan with obtainable short-term goals, and can modify the plan once the original goals are met. The student will then re-assess their plan and add variety based on their changing needs. (Extended)

GROWTH AND DEVELOPMENT

- 1.0 ANALYZE BODY TYPES: Students analyze the variety of body types within and between age and gender groups, and their efficiency at different skills.
 - 1.1 The student can correctly identify their own body type and performance in two physical activities. (Essential)

- 1.2 The student can correctly identify their own body type and performance in three physical activities. (Expected)
- 1.3 The student can correctly identify their own body type and performance in three physical activities. Correctly prepares a fitness timeline which reflects differences/similarities between age, gender groups, and fitness levels. (Extended)

SELF-RESPONSIBILITY

- 1.0 CHOOSE TO PARTICIPATE: Students choose to participate in movement-related activities outside of school on a regular basis.
 - 1.1 Students will participate in activities outside of school such as walking, riding a bike, skateboarding, or rollerblading. (Essential)
 - 1.2 Students will log their participation in activities such as walking, biking, skateboarding, or rollerblading. (Expected)
 - 1.3 Students will seek participation in organized activities outside of school such as walking clubs, triathlons, or roller hockey. (Extended)

AESTHETICS

- 1.0 AESTHETIC FEATURES: Students use aesthetic features of movement qualities to create a routine using tumbling, gymnastics, aquatics, team sports, or fitness.
 - 1.1 The student can create a routine which includes ten movements, can effectively use time and space, the movements flow, and the movements relate to the activity. (Essential)
 - 1.2 The student can create a routine which includes more than ten movements, can effectively use time and space, the movements flow, includes change of direction, and the movements relate to the activity. (Expected)
 - 1.3 The student can create a routine which includes more than ten movements, uses a variety of movements, includes a change of direction, can effectively use time and space, the movements flow together, and the movements relate to the activity. (Extended)

SOCIOLOGY

- 1.0 CONFLICT-RESOLUTION: Students demonstrate the use of conflict-resolution skills as a member of a team.
 - 1.1 The student will often follow the conflict resolution process. (Essential)
 - 1.2 The student will always follow the conflict resolution process. (Expected)
 - 1.3 The student will take a leadership role in the conflict resolution process. (Extended)

HISTORICAL PERSPECTIVES

- 1.0 **TRENDS IN FITNESS HISTORY:** Students describe events in fitness history, including trends that have had an impact on current physical education programs, participation, sport, and career opportunities.
 - 1.1 The student can cite the role of fitness during all time periods. (Essential)
 - 1.2 The student can cite the role of fitness during all time periods, and provides two pros and two cons of fitness in society during each time period. (Expected)
 - 1.3 The student can cite the role of fitness during all time periods and provides three pros and three cons of fitness in society during each time period. (Extended)
- 2.0 **IMPACT OF PHYSICAL EDUCATION:** Students describe events in fitness history that have had an impact on current physical education programs, sports, and career opportunities.
 - 2.1 The student can note career opportunities, fitness events, and one impact on physical education during all time periods. (Essential)
 - 2.2 The student can note career opportunities, fitness events, and two impacts on physical education during all time periods. (Expected)
 - 2.3 The student can note career opportunities, fitness events, and three impacts on physical education during all time periods. (Extended)

Tustin Unified School District
Physical Education Content Standards
Adopted by the Board of Education April 6, 1998

GRADE 10

MOTOR LEARNING

- 1.0 STAGES OF LEARNING: Students develop a practice plan for themselves taking into consideration their stages of learning.
- 1.1 The student correctly identifies the stage of learning, and has an appropriate/correct practice plan for two of the stages of learning. (Essential).
 - 1.2 The student correctly identifies the stage of learning, and has an appropriate/correct practice plan for all of the stages of learning. (Expected)
 - 1.3 The student has an appropriate/correct practice plan for all of the stages of learning, and executes one or more of the plans. (Extended)
- 2.0 APPLY MOVEMENT SKILLS: Students apply the fundamental movement skills in individual and dual sports, outdoor education, self-defense, and dance.
- 2.1 Students can perform a mature pattern for a variety of locomotor skills involving manipulatives.(Essential)
 - 2.2 Students can perform the correct technique for locomotor skills involving manipulatives. The skills are fluid and automatic. (Expected)
 - 2.3 Students can perform a mature technique for locomotor skills involving manipulatives with accuracy and consistency. (Extended)
- 3.0 CREATE AN INDIVIDUAL/DUAL GAME: Students create a variety of offensive and defensive strategies for a new individual/dual game.
- 3.1 Students create new and individual/dual games along with three offensive and three defensive strategies. Game purpose, rules, scoring, boundaries, equipment, structure of players, and strategies completely identified. (Essential)
 - 3.2 Students create new and individual/dual games along with three offensive and three defensive strategies. Game purpose, rules, scoring, boundaries, equipment, structure of players, and strategies completely identified and demonstrates the game and strategies to the teacher. (Expected)
 - 3.3 Students create new and individual/dual games along with three offensive and three defensive strategies. Game purpose, rules, scoring, boundaries, equipment, structure of players, and strategies completely identified and teaches the game and strategies to peers.(Extended)

BIOMECHANICS

- 1.0 Analyze Movement: Students analyze movement performance using application of levers to learn or improve a movement skill.
 - 1.1 Students are able to correct errors in performance of one motor skill using the lever principals. (Essential)
 - 1.2 Students are able to correct errors in performance of two motor skills using the lever principles. (Expected)
 - 1.3 Students are able to correct errors in performance of three motor skills using the lever principles. (Extended)

EXERCISE PHYSIOLOGY

- 1.0 ANALYZE PRINCIPLES: Students analyze the (mechanical) principles involved in a fitness workout.
 - 1.1 Students create a fitness plan that accurately includes FITT for each area of the fitness plan. The student can identify most of the mechanical principles being used. (Essential)
 - 1.2 Students create a fitness plan that accurately includes FITT for each area of the fitness plan. Includes a variety of flexibility and muscular strength/endurance exercises for upper body and lower body. The student can identify all mechanical principles being used. (Expected)
 - 1.3 Students create a fitness plan that accurately includes FITT for each area of the fitness plan. Includes a variety of flexibility and muscular strength/endurance exercises for upper body, lower body, and trunk. The student can identify all mechanical principles being used. (Extended)
- 2.0 ASSESS PERSONAL FITNESS: Students assess personal fitness, compare scores to a health-related standard and continually set goals for continued improvement or maintenance.
 - 2.1 The teacher will assess each student on five fitness test items at the beginning and ending of the school year. (Essential)
 - 2.2 The student will make a comparison of pretest scores to the standards. (Essential)
 - 2.3 The student will set their goals based on the comparison of the pretest scores to the standards. (Essential)
 - 2.4 The student will conduct self-testing and monitoring of scores from pre-testing through post-testing. (Expected)
 - 2.5 The student will compare their post test scores to the pretest scores. (Expected)
 - 2.6 The student will continue to participate in activities and exercises to improve health-related fitness scores. (Extended)

GROWTH AND DEVELOPMENT

- 1.0 **DEVELOPMENTALLY APPROPRIATE:** Students explain the relationship between the development of the sensory system and selection of developmentally appropriate activities.
- 1.1 The student provides the correct opinion on whether to let a child participate in an activity based on the child's development of the sensory nervous system. (Essential)
 - 1.2 The student provides the correct opinion on whether to let a child participate in an activity based on the child's development of the sensory nervous system, and provides an additional reason for letting the child participate or not. (Expected)
 - 1.3 The student provides the correct opinion on whether to let a child participate in an activity based on the child's development of the sensory nervous system, and provides two additional reasons for letting the child participate or not. (Extended)

SELF-RESPONSIBILITY

- 1.0 **APPRECIATION OF COMMITMENT:** Students appreciate the importance of commitment and dedication for effective movement-related performance.
- 1.1 The student can discuss how perfection of a skill requires practice everyday and they will log their practice time and monitor their success. (Essential)
 - 1.2 The student can identify negative self-talk and explain how it interferes with daily practice, and the student can substitute positive answers to counter the effects of this self-defeating habit. (Expected)
 - 1.3 Students will research the practice habits of elite athletes to understand how commitment contributes to success. (Extended)
 - 1.4 Students will keep a record of their success at an activity they choose to practice everyday and an activity they choose not to practice. From their records they can determine the reasons for success or lack of success. (Extended)

AESTHETICS

- 1.0 **APPRECIATION OF MOVEMENT:** Students appreciate the aesthetic features of movement, its use in art forms and its cultural and ethnic diversity.
- 1.1 The student can create a dance and briefly describe what influenced the creation. (Essential)
 - 1.2 The student can create a dance which includes two aesthetic features and completely describes what influenced the creation. (Expected)
 - 1.3 The student can create a dance which includes four aesthetic features and completely describes what influenced the creation. (Extended)

SOCIOLOGY

- 1.0 **DEMONSTRATE LEADERSHIP:** Students apply leadership skills during movement-related experiences.

- 1.1 The student occasionally assumes formal leadership roles in class. (Essential)
- 1.2 The student assumes informal and formal leadership roles in class. (Expected)
- 1.3 The student assumes informal and formal leadership roles in class and during out of school activities. (Extended)

HISTORICAL PERSPECTIVES

- 1.0 **ANALYZE PHYSICAL EDUCATION PROGRAMS:** Students analyze current physical education programs and the influence of past events on sport and careers from around the United States and the world.
 - 1.1 The student can describe an activity, its origin, and one reason why this activity was created. The student can describe the influence of world events on this activity. (Essential)
 - 1.2 The student can describe an activity, origin, and two reasons why this activity was created. The student can describe the influence of world events on this activity. (Expected)
 - 1.3 The student can describe an activity, origin, and three reasons why this activity was created. The student completely describes influences of world events on this activity. (Extended)
- 2.0 **ANALYZE CAREERS:** The student can analyze current physical education programs and careers from around the United States and the world.
 - 2.1 The student can describe physical education and careers related to physical education in the United States today. (Essential)
 - 2.2 The student can describe physical education and careers related to physical education in the United States today. The student will describe two similarities and two differences between physical education in US and another country. (Expected)
 - 2.3 The student can describe physical education and careers related to physical education in the United States today. The student will describe three similarities and three differences between physical education in US and another country. (Extended)

Tustin Unified School District
Physical Education Content Standards
Adopted by the Board of Education April 6, 1998

GRADE 11

MOTOR LEARNING

1.0 APPLICATION OF MOTOR LEARNING CONCEPTS: Students apply motor learning concepts when learning new skills in an activity of choice.

1.1 The student can identify and develop a practice plan for at least one new skill in an activity of choice. (Essential)

1.2 The student can identify and develop a practice plan for at least two new skills in an activity of choice. (Expected)

1.3 The student can identify and develop a practice plan for at least three new skills in an activity of choice. (Extended)

2.0 APPLICATION OF THE PROPER TECHNIQUE: Students apply the correct technique for fundamental movement patterns in an activity of choice.

2.1 The student can perform the technique at the associative stage of learning in their activity of choice. (Essential)

2.2 The student can perform the technique at the automatic stage for most of the skills in their activity of choice. (Expected)

2.3 The student can perform the technique at the automatic stage for all of the skills in their activity of choice. (Extended)

3.0 ANALYZE STRATEGIES: Students analyze the rules and strategies for an activity of choice.

3.1 The student can reflect on their offensive and defensive strategies and make adjustments for next time. (Essential)

3.2 The student can adjust their offensive and defensive strategic maneuvers during the activity. (Expected)

3.3 The student can analyze their opponent and adjust their offensive and defensive strategic maneuvers successfully, during the activity. (Extended)

BIOMECHANICS

1.0 ANALYZE MOVEMENT PERFORMANCE: Students analyze movement performance in an activity of choice using scientific principles of movement in order to learn or improve a movement skill.

- 1.1 The student can recognize why they're making errors. (Essential)
- 1.2 The student can recognize why they're making errors, and they know how to correct the error. (Expected)
- 1.3 The student successfully recognizes why the error occurs and corrects their movement to eliminate errors. (Extended)

EXERCISE PHYSIOLOGY

- 1.0 **PERSONAL FITNESS PLAN:** Students incorporate an activity of choice into their personal fitness plan.
 - 1.1 The student can alternate activities in their fitness plan to add variety. (Essential)
 - 1.2 The student can substitute cardiovascular activities with other activities that also address their cardiovascular goals. (Expected)
 - 1.3 The student can redesign their entire fitness plan with a variety of activities that will address each element of fitness. (Extended)
- 2.0 **ASSESS PERSONAL FITNESS:** Students assess personal fitness, compare scores to a health-related standard and continually set goals for continued improvement maintenance.
 - 2.1 The student will create a fitness plan based on their goals and the results of their pre-test scores compared to the standard test scores. (Essential)
 - 2.2 The student will create a fitness plan based on their goals and the results of their pre-test scores compared to the standard test scores. The student will continue to self-test and make changes when necessary. (Expected)
 - 2.3 The student will create a fitness plan based on their goals and the results of their pre-test scores compared to the standard test scores. The student will continue to self-test and make changes when necessary. The student will recruit a partner to start a fitness plan. (Extended)

GROWTH AND DEVELOPMENT

- 1.0 **EXERCISE BASED ON THEIR PHYSICAL DEVELOPMENT:** Students will produce an activity and exercise plan based on their own physical development.
 - 1.1 The student chooses exercises and a fitness plan to benefit their body type. (Essential)
 - 1.2 The student develops an exercise and fitness plan to benefit someone with a completely different body type. (Expected)
 - 1.3 The student develops an exercise and fitness plan to benefit someone with a completely different body type, age, and gender. (Extended)

SELF-RESPONSIBILITY

- 1.0 INDIVIDUAL EXCELLENCE: Students participate in activities of choice and strive for individual excellence.
 - 1.1 The student has the desire to excel at their activity of choice and participate at least once a week outside of school. (Essential)
 - 1.2 The student has the desire to excel at their activity of choice and participate at least two to three times a week outside of school. (Expected)
 - 1.3 The student has the desire to excel at their activity of choice and participate at least two to three times a week outside of school, and seeks lesson from a professional. (Extended)

AESTHETICS

- 1.0 APPRECIATION: Students appreciate the aesthetic features of peak performances, individual excellence and the pursuit of personal excellence.
 - 1.1 The student will appreciate their ability to move with accuracy and fluidity in their activity of choice. (Essential)
 - 1.2 The student will appreciate their ability to move with accuracy and fluidity in their activity of choice and that this appreciation creates intrinsic motivation. (Expected)
 - 1.3 The student will appreciate their ability to move with accuracy and fluidity in their activity of choice and that this appreciation creates intrinsic motivation, and can attribute their skill to hard work and dedication. (Extended)

SOCIOLOGY

- 1.0 APPRECIATION OF CULTURAL DIVERSITY: Students appreciate cultural diversity through movement-related experiences.
 - 1.1 The student can recognize that different cultures enhance the diversity of movement related activities such as dances, and games. (Essential)
 - 1.2 The student chooses to engage in activities that are generally more culturally diverse. (Expected)
 - 1.3 The student chooses to engage in activities that are generally more culturally diverse, and pursues friendships with fellow teammates. (Extended)

HISTORICAL PERSPECTIVES

- 1.0 HISTORY OF AN ACTIVITY: Students explore the history of an elective activity as it relates to the 20th and 21st Centuries.
 - 1.1 The student researches the history behind their activity of choice. (Essential)
 - 1.2 The student discusses changes and influences of their activity on society over the last century with the teacher. (Expected)

- 1.3 The student discusses changes and influences of their activity on society over the last century with the class. (Extended)
- 2.0 IMPACT: Students analyze physical education programs and sport based programs on the impact of American democracy economics, and consumer education.
 - 2.1 The student will research the influence of their activity and the impact it has had on economy, consumer education, physical education and sports programs. (Essential)
 - 2.2 The student will research the influence of their activity and the impact it has had on economy, consumer education, physical education and sports programs, and discuss it with the teacher. (Expected)
 - 2.3 The student will research the influence of their activity and the impact it has had on economy, consumer education, physical education and sports programs, and discuss it with the class. (Extended)

Tustin Unified School District
Physical Education Content Standards
Adopted by the Board of Education April 6, 1998

GRADE 12

MOTOR LEARNING

- 1.0 APPLICATION OF MOTOR LEARNING CONCEPTS: Students apply motor learning concepts when learning new skills in an activity of choice.
 - 1.1 The student can identify and develop a practice plan for at least one new skill in an activity of choice. (Essential)
 - 1.2 The student can identify and develop a practice plan for at least two new skills in an activity of choice. (Expected)
 - 1.3 The student can identify and develop a practice plan for at least three new skills in an activity of choice. (Extended)
- 2.0 APPLICATION OF THE PROPER TECHNIQUE: Students apply the correct technique for fundamental movement patterns in an activity of choice.
 - 2.1 The student can perform the technique at the associative stage of learning in their activity of choice. (Essential)
 - 2.2 The student can perform the technique at the automatic stage for most of the skills in their activity of choice. (Expected)
 - 2.3 The student can perform the technique at the automatic stage for all of the skills in their activity of choice. (Extended)
- 3.0 ANALYZE STRATEGIES: Students analyze the rules and strategies for an activity of choice.
 - 3.1 The student can reflect on their offensive and defensive strategies and make adjustments for next time. (Essential)
 - 3.2 The student can adjust their offensive and defensive strategic maneuvers during the activity. (Expected)
 - 3.3 The student can analyze their opponent and adjust their offensive and defensive strategic maneuvers successfully, during the activity. (Extended)

BIOMECHANICS

- 1.0 ANALYZE MOVEMENT PERFORMANCE: Students analyze movement performance in an activity of choice using scientific principles of movement in order to learn or improve a movement skill.

- 1.1 The student can recognize why they're making errors. (Essential)
- 1.2 The student can recognize why they're making errors, and they know how to correct the error. (Expected)
- 1.3 The student successfully recognizes why the error occurs and corrects their movement to eliminate errors. (Extended)

EXERCISE PHYSIOLOGY

- 1.0 PERSONAL FITNESS PLAN: Students incorporate an activity of choice into their personal fitness plan.
 - 1.1 The student can alternate activities in their fitness plan to add variety. (Essential)
 - 1.2 The student can substitute cardiovascular activities with other activities that also address their cardiovascular goals. (Expected)
 - 1.3 The student can redesign their entire fitness plan with a variety of activities that will address each element of fitness. (Extended)
- 2.0 ASSESS PERSONAL FITNESS: Students assess personal fitness, compare scores to a health-related standard and continually set goals for continued improvement maintenance.
 - 2.1 The student will create a fitness plan based on their goals and the results of their pre-test scores compared to the standard test scores. (Essential)
 - 2.2 The student will create a fitness plan based on their goals and the results of their pre-test scores compared to the standard test scores. The student will continue to self-test and make changes when necessary. (Expected)
 - 2.3 The student will create a fitness plan based on their goals and the results of their pre-test scores compared to the standard test scores. The student will continue to self-test and make changes when necessary. The student will recruit a partner to start a fitness plan. (Extended)

GROWTH AND DEVELOPMENT

- 1.0 EXERCISE BASED ON THEIR PHYSICAL DEVELOPMENT: Students will produce an activity and exercise plan based on their own physical development.
 - 1.1 The student chooses exercises and a fitness plan to benefit their body type. (Essential)
 - 1.2 The student develops an exercise and fitness plan to benefit someone with a completely different body type. (Expected)
 - 1.3 The student develops an exercise and fitness plan to benefit someone with a completely different body type, age, and gender. (Extended)

SELF-RESPONSIBILITY

- 1.0 INDIVIDUAL EXCELLENCE: Students participate in activities of choice and strive for individual excellence.
 - 1.1 The student has the desire to excel at their activity of choice and participate at least once a week outside of school. (Essential)
 - 1.2 The student has the desire to excel at their activity of choice and participate at least two to three times a week outside of school. (Expected)
 - 1.3 The student has the desire to excel at their activity of choice and participate at least two to three times a week outside of school, and seeks lesson from a professional. (Extended)

AESTHETICS

- 1.0 APPRECIATION: Students appreciate the aesthetic features of peak performances, individual excellence and the pursuit of personal excellence.
 - 1.1 The student will appreciate their ability to move with accuracy and fluidity in their activity of choice. (Essential)
 - 1.2 The student will appreciate their ability to move with accuracy and fluidity in their activity of choice and that this appreciation creates intrinsic motivation. (Expected)
 - 1.3 The student will appreciate their ability to move with accuracy and fluidity in their activity of choice and that this appreciation creates intrinsic motivation, and can attribute their skill to hard work and dedication. (Extended)

SOCIOLOGY

- 1.0 APPRECIATION OF CULTURAL DIVERSITY: Students appreciate cultural diversity through movement-related experiences.
 - 1.1 The student can recognize that different cultures enhance the diversity of movement related activities such as dances, and games. (Essential)
 - 1.2 The student chooses to engage in activities that are generally more culturally diverse. (Expected)
 - 1.3 The student chooses to engage in activities that are generally more culturally diverse, and pursues friendships with fellow teammates. (Extended)

HISTORICAL PERSPECTIVES

- 1.0 HISTORY OF AN ACTIVITY: Students explore the history of an elective activity as it relates to the 20th and 21st Centuries.
 - 1.1 The student researches the history behind their activity of choice. (Essential)
 - 1.2 The student discusses changes and influences of their activity on society over the last century with the teacher. (Expected)

- 1.3 The student discusses changes and influences of their activity on society over the last century with the class. (Extended)
- 2.0 IMPACT: Students analyze physical education programs and sport based programs on the impact of American democracy economics, and consumer education.
 - 2.1 The student will research the influence of their activity and the impact it has had on economy, consumer education, physical education and sports programs. (Essential)
 - 2.2 The student will research the influence of their activity and the impact it has had on economy, consumer education, physical education and sports programs, and discuss it with the teacher. (Expected)
 - 2.3 The student will research the influence of their activity and the impact it has had on economy, consumer education, physical education and sports programs, and discuss it with the class. (Extended)