

Texas Essential Knowledge and Skills for Physical Education

Physical Education Grade 6 Knowledge and Skills (SPARK 3-6 2007 Version)

Content Standards	Sample Activities	Unit
1. Movement - The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.		
A. Perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
B. Use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver.	<ul style="list-style-type: none"> • Create A Game • 9-Grid Basketball • Mini-Volleyball 	<ul style="list-style-type: none"> • Softball • Basketball • Volleyball
C. Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences	<ul style="list-style-type: none"> • Stunts and Tumbling Circuit • Create A Routine 	Stunts and Tumbling
D. Move in time to complex rhythmical patterns such as 3/4 time or 6/8 time.	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness
E. Design and refine a jump rope routine to music.	Create a Routine	Jump Rope

Content Standards	Sample Activities	Unit
F. Throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball.	<ul style="list-style-type: none"> • Grid Passing • Corner to Corner Pass and Go • Air It Out 	<ul style="list-style-type: none"> • Basketball • Frisbee • Football
G. Strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously.	<ul style="list-style-type: none"> • Stroke and Catch • Paddle Wall Ball • Paddle 2-Square 	Racquets and Paddles
H. Strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height.	<ul style="list-style-type: none"> • Pass and Follow • Mini-Hockey 	Hockey
I. Hand and foot dribble while preventing an opponent from stealing the ball.	<ul style="list-style-type: none"> • Dribbling Drills • Round-Up • Hockey Hoopla 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
J. Keep an object in the air without catching it in a small group such as volleyball and football.	<ul style="list-style-type: none"> • Group Passing Challenges • Passing Pairs • Mini-Volleyball 	Volleyball
K. Throw and catch a ball consistently while guarded by an opponent.	<ul style="list-style-type: none"> • Grid Passing • Air It Out • Quidditch 	<ul style="list-style-type: none"> • Basketball • Football • Aerobic Games

Content Standards	Sample Activities	Unit
2. Movement. The student applies movement concepts and principles to the learning and development of motor skills.		
A. Know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills.	<ul style="list-style-type: none"> • Stroke and Catch • Target Throw • Passing Drills 	<ul style="list-style-type: none"> • Racquets and Paddles • Softball • Basketball
B. Make appropriate changes in performance based on feedback to improve skills.	<ul style="list-style-type: none"> • Stroke and Catch • Target Throw • Passing Drills 	<ul style="list-style-type: none"> • Racquets and Paddles • Softball • Basketball
C. Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.	<ul style="list-style-type: none"> • Learning the Stunts • Intro to Forearm Pass • 5, 6, 7, 8 	<ul style="list-style-type: none"> • Stunts and Tumbling • Volleyball • Dance

Content Standards	Sample Activities	Unit
3. Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.		
A. Identify opportunities in the school and community for regular participation in physical activity.		Walk, Jog, Run
B. Participate in moderate to vigorous health-related physical activities on a regular basis.		Walk, Jog, Run
C. Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests.	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
D. Identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, and impedance testing equipment.	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits

Content Standards	Sample Activities	Unit
4. Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.		
A. Describe selected long-term benefits of regular physical activity.	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Walk, Jog, Run • Fitness Circuits • Fitness Circuits
B. Classify activities as being aerobic or anaerobic.	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges
C. Describe the effects of aerobic exercise on the heart and overall health.	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run
D. Analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scales, and/or computer generated data.	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run
E. Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness.	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Walk, Jog, Run • Fitness Circuits • Fitness Circuits
F. Identify specific foods that contain protein, vitamins, and minerals that are key elements to optimal body function.	Nutrition Integrations	All Units

Content Standards	Sample Activities	Unit
<p>G. Recognize the effects of substance abuse on personal health and performance in physical activity.</p>	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
<p>H. Analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure.</p>	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
<p>I. Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.</p>	<ul style="list-style-type: none"> • Personal Best Day • Body Composition Circuit • Solo Aerobic Fitness Challenge • Fitness Grids 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges • Fitness Circuits

Content Standards	Sample Activities	Unit
5. Physical activity and health. The student understands and applies safety practices associated with physical activities.		
A. Use equipment safely and properly.	<ul style="list-style-type: none"> • Batting Practice • Paddle Wallball • Defense! 	<ul style="list-style-type: none"> • Softball • Racquets and Paddles • Hockey
B. Select and use proper attire that promotes participation and prevents injury.	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	Group Fitness
C. Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
D. Identify potentially dangerous exercises and their adverse effects on the body.	<ul style="list-style-type: none"> • Mixed Fitness Circuits • Learning the Stunts 	<ul style="list-style-type: none"> • Fitness Circuits • Stunts and Tumbling
E. Explain water safety and basic rescue procedures.		

Content Standards	Sample Activities	Unit
6. Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.		
A. Know basic rules for sports played such as setting up to start, restarting, and violating rules.	<ul style="list-style-type: none"> • Quidditch • Paddle Wall Ball • Mini-Volleyball 	<ul style="list-style-type: none"> • Aerobic Games • Racquets and Paddles • Volleyball
B. Keep accurate score during a contest.	<ul style="list-style-type: none"> • Quidditch • Mini-Volleyball • Create a Game 	<ul style="list-style-type: none"> • Aerobic Games • Volleyball • Softball

Content Standards	Sample Activities	Unit
7. Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.		
A. Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.	<ul style="list-style-type: none"> • Paddle Wall Ball • Learning the Stunts • Stunts and Tumbling Circuits 	<ul style="list-style-type: none"> • Racquets and Paddles • Stunts and Tumbling • Stunts and Tumbling
B. Handle conflicts that arise with others without confrontation.	<ul style="list-style-type: none"> • Partner Fun and Trust • Group Passing Challenges • Defense! 	<ul style="list-style-type: none"> • Cooperatives • Volleyball • Hockey
C. Identify and follow rules while playing sports and games.	<ul style="list-style-type: none"> • Quidditch • Paddle Wall Ball • Mini-Volleyball 	<ul style="list-style-type: none"> • Aerobic Games • Racquets and Paddles • Volleyball
D. Accept decisions made by game officials such as student, teachers, and officials outside the school.	All mini-games	<ul style="list-style-type: none"> • Basketball • Soccer • Softball
E. Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice.	<ul style="list-style-type: none"> • Survivor Challenge • Group Juggling • Cooperative Volleyball 	<ul style="list-style-type: none"> • Fitness Challenges • Cooperative Games and Initiatives • Volleyball

Content Standards	Sample Activities	Unit
F. Modify games/activities to improve the game/activity.	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Game 	<ul style="list-style-type: none"> • Dance • Movement Bands • Softball

Texas Essential Knowledge and Skills for Physical Education

Physical Education Grade 7 Knowledge and Skills (SPARK Middle School)

Content Standards	Sample Activities	Unit
1. Movement - The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.		
A. Coordinate movements with teammates to achieve team goals	<ul style="list-style-type: none"> • Modified Full Court Games • All Run Frisbee • Speedball 	<ul style="list-style-type: none"> • Basketball • Games • Field Games
B. Demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.	<ul style="list-style-type: none"> • Group Passing with Defenders • Endline Hockey • Small Sided Soccer 	<ul style="list-style-type: none"> • Field Games • Hockey • Soccer
C. Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, and kicking.	<ul style="list-style-type: none"> • Sprints and Sprint Starts • Long Jump Challenges • Run USA 	<ul style="list-style-type: none"> • Track and Field • Track and Field • Power Walking/Jogging
D. Perform selected folk, country, square, line, creative, and/or aerobic dances.	<ul style="list-style-type: none"> • The Electric Slide • The Virginia Reel • Cotton-Eyed Joe 	Dance and Rhythms
E. Design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow.	<ul style="list-style-type: none"> • Tinikling • Troika • Group Fitness 	Dance and Rhythms

Content Standards	Sample Activities	Unit
<p>F. Demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting.</p>	<ul style="list-style-type: none"> • Softball Throw for Distance • Keep It Up • Target Golf 	<ul style="list-style-type: none"> • Track and Field • Volleyball • Golf
<p>G. Combine skills competently to participate in modified versions of team and individual sports.</p>	<ul style="list-style-type: none"> • Mini-Modified Volleyball Games • Small Sided Soccer • Sideline Hockey 	<ul style="list-style-type: none"> • Volleyball • Soccer • Hockey
<p>H. Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.</p>		

Content Standards	Sample Activities	Unit
2. Movement. The student applies movement concepts and principles to the learning and development of motor skills.		
A. Create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, or practice jumps or cartwheels in both directions.	<ul style="list-style-type: none"> • 3 Catch With Shot • Group Passing with 3 Step Run • 3 Trap Game 	<ul style="list-style-type: none"> • Basketball • Field Games • Hockey
B. Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.	<ul style="list-style-type: none"> • Throw for Distance • Overhead Serve • Overhead Pass 	<ul style="list-style-type: none"> • Softball • Volleyball • Basketball
C. Describe the importance of goal setting in improving skill.	<ul style="list-style-type: none"> • Speed Shooter • Partner Challenges • Target Golf 	<ul style="list-style-type: none"> • Basketball • Frisbee • Golf
D. Detect and correct errors in personal or partner's skill performance.	<ul style="list-style-type: none"> • Throw with Partner • Partner Throw and Catch • Partner Face-Off Pass 	<ul style="list-style-type: none"> • Frisbee • Games • Basketball
E. Make appropriate changes in performance based on feedback.	<ul style="list-style-type: none"> • Putting to Targets • Target Frisbee • Shadow 	<ul style="list-style-type: none"> • Golf • Frisbee • Handball/Wallball

Content Standards	Sample Activities	Unit
F. Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support.	<ul style="list-style-type: none"> • Fielding Ground Balls • Shuttle Run Practice 	<ul style="list-style-type: none"> • Softball • Track and Field
G. Use basic offensive and defensive strategies while playing a modified version of a sport.	<ul style="list-style-type: none"> • 3 Step Run with Defender • Small Sided Soccer • Modified Full Court Games 	<ul style="list-style-type: none"> • Field Games • Soccer • Basketball

Content Standards	Sample Activities	Unit
3. Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.		
A. Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.	<ul style="list-style-type: none"> • Miniature Golf • Frisbee Golf • Rope Skipping 	<ul style="list-style-type: none"> • Golf • Frisbee • Jump Rope
B. Identify favorite lifelong physical activities.	<ul style="list-style-type: none"> • Basketball • Golf • Volleyball • Line Dances 	<ul style="list-style-type: none"> • Basketball • Golf • Volleyball • Dance and Rhythms
C. Participate in moderate to vigorous health-related physical activities on a regular basis.	<ul style="list-style-type: none"> • Run California • Run USA 	Power Walking/Jogging
D. Evaluate personal fitness goals and make appropriate changes for improvement.	<ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan • Run USA 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Power Walking/Jogging
E. Select and use appropriate technology tools to evaluate, monitor, and improve physical development.	<ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan • Run USA 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Power Walking/Jogging

Content Standards	Sample Activities	Unit
4. Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.		
A. List long term physiological and psychological benefits that may result from regular participation in physical activity.	<ul style="list-style-type: none"> • Line Dances • Jogging • Wallball 	<ul style="list-style-type: none"> • Dance and Rhythms • Power Walking/Jogging • Wallball/Handball
B. Assess physiological effects of exercise during and after physical activity.	<ul style="list-style-type: none"> • Jogging • Fitness Circuit 	<ul style="list-style-type: none"> • Power Walking/Jogging • Fun and Fitness Circuit
C. Match personal physical activities to health-related fitness components.	<ul style="list-style-type: none"> • Aerobic Dance • Run USA 	<ul style="list-style-type: none"> • Dance and Rhythms • Walk, Jog, Run
D. Analyze the strength and weaknesses of selected physical activities.	<ul style="list-style-type: none"> • Aerobic Dance • Run USA 	<ul style="list-style-type: none"> • Dance and Rhythms • Power Walking/Jogging
E. Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.	5 Servings Tag	Games
F. Identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs.	Jogging	Power Walking/Jogging
G. Describe and predict the effects of fitness-related stress management techniques on the body.	Jogging	Power Walking/Jogging

Content Standards	Sample Activities	Unit
H. Explain the effects of eating and exercise patterns on weight control, self-concept and physical performance.	Jogging	Power Walking/Jogging
I. Recognize the effects of substance abuse on personal health and performance in physical activity.	Heart Alert	Games

Content Standards	Sample Activities	Unit
5. Physical activity and health. The student understands and applies safety practices associated with physical activities.		
A. Use equipment safely and properly.	<ul style="list-style-type: none"> • Swing • Pass Pass • Hurdle Practice 	<ul style="list-style-type: none"> • Golf • Hockey • Track and Field
B. Select and use proper attire that promotes participation and prevents injury.	<ul style="list-style-type: none"> • Aerobic Dance • Run California 	<ul style="list-style-type: none"> • Power Walking/Jogging • Dance and Rhythms
C. Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.	<ul style="list-style-type: none"> • Activity Log • SPARK Action Plan • Fitness Circuits 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Fun and Fitness Circuits
D. Analyze exercises for their effects on the body such as beneficial/potentially dangerous.	<ul style="list-style-type: none"> • Activity Log • SPARK Action Plan • Fitness Circuits 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Fun and Fitness Circuits
E. Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	<ul style="list-style-type: none"> • Run USA • Run California 	Power Walking/Jogging

Content Standards	Sample Activities	Unit
6. Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.		
A. Distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.	<ul style="list-style-type: none"> • Speedball • Modified Full Court Games 	<ul style="list-style-type: none"> • Field Games • Basketball
B. Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding-back up other players.	<ul style="list-style-type: none"> • 3 Step Run with Defender • Speedball • Frisbee Speedball 	<ul style="list-style-type: none"> • Field Games • Field Games • Frisbee

Content Standards	Sample Activities	Unit
7. Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.		
A. Solve problems in physical activities by analyzing causes and potential solutions.	<ul style="list-style-type: none"> • Hoodini Hoops • Bodyguards • Memory Ball 	Games
B. Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.	<ul style="list-style-type: none"> • Baton Shuttle Relays • Circle Bump and Set • Group Moon Ball 	<ul style="list-style-type: none"> • Track and Field • Volleyball • Games
C. Accept decisions made by game officials such as student, teachers, and officials outside the school.		<ul style="list-style-type: none"> • Basketball • Soccer • Softball
D. Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams.	<ul style="list-style-type: none"> • Modified Full Court Games • Small Sided Soccer • Mini/Modified Volleyball 	<ul style="list-style-type: none"> • Basketball • Soccer • Volleyball
E. Recognize the role of games, sport, and dance in getting to know and understand others.	<ul style="list-style-type: none"> • Square Dancing • Speedball • Ultimate Frisbee 	<ul style="list-style-type: none"> • Dance and Rhythms • Field Games • Frisbee

Texas Essential Knowledge and Skills for Physical Education

Physical Education Grade 8 Knowledge and Skills (SPARK Middle School)

Content Standards	Sample Activities	Unit
1. Movement - The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.		
A. Coordinate movements with teammates to achieve team goals	<ul style="list-style-type: none"> • Group Moonball • Group Passing Challenges • Ultimate Frisbee 	<ul style="list-style-type: none"> • Games • Field Games • Frisbee
B. Demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.	<ul style="list-style-type: none"> • Frisbee Speedball • Hocker • Sideline Hockey 	<ul style="list-style-type: none"> • Frisbee • Field Games • Hockey
C. Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, and kicking.	<ul style="list-style-type: none"> • Sprints and Sprint Starts • Long Jump Challenges • Run California 	<ul style="list-style-type: none"> • Track and Field • Track and Field • Power Walking/Jogging
D. Perform selected folk, country, square, line, creative, and/or aerobic dances.	<ul style="list-style-type: none"> • Troika • Red River Valley • Achy Breaky Heart 	Dance
E. Design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow.	<ul style="list-style-type: none"> • Tinikling • Troika 	Dance

Content Standards	Sample Activities	Unit
F. Demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting.	<ul style="list-style-type: none"> • Around the Court • Obstacle Course • Service 	<ul style="list-style-type: none"> • Basketball • Golf • Volleyball
G. Combine skills competently to participate in modified versions of team and individual sports.	<ul style="list-style-type: none"> • All-Run Softball • All-Run Soccer Kickball • Modified Full-Court Games 	<ul style="list-style-type: none"> • Softball • Soccer • Basketball
H. Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.		

Content Standards	Sample Activities	Unit
2. Movement. The student applies movement concepts and principles to the learning and development of motor skills.		
A. Create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, or practice jumps or cartwheels in both directions.	<ul style="list-style-type: none"> • 3 Trap with Shot • 3 Trap Soccer • Circle Bump and Set 	<ul style="list-style-type: none"> • Hockey • Soccer • Volleyball
B. Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.	<ul style="list-style-type: none"> • Throw for Distance • Overhead Serve • Overhead Pass 	<ul style="list-style-type: none"> • Softball • Volleyball • Basketball
C. Describe the importance of goal setting in improving skill.	<ul style="list-style-type: none"> • Frisbee Golf • Backyard Golf • Challenges 	<ul style="list-style-type: none"> • Frisbee • Golf • Hockey
D. Detect and correct errors in personal or partner's skill performance.	<ul style="list-style-type: none"> • Double Dutch Jumping • Bump to Partner • Pitch and Catch 	<ul style="list-style-type: none"> • Jump Rope • Volleyball • Softball
E. Make appropriate changes in performance based on feedback.	<ul style="list-style-type: none"> • Putting to Targets • Bump to Partner • Pitch and Catch 	<ul style="list-style-type: none"> • Golf • Volleyball • Softball

Content Standards	Sample Activities	Unit
<p>F. Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.</p>	<ul style="list-style-type: none"> • Fielding Ground Balls • Shuttle Run Practice 	<ul style="list-style-type: none"> • Softball • Track and Field
<p>G. Use basic offensive and defensive strategies while playing a modified version of a sport.</p>	<ul style="list-style-type: none"> • 3 Step Run with Defender • Small Sided Soccer • Modified Full Court Games 	<ul style="list-style-type: none"> • Field Games • Soccer • Basketball

Content Standards	Sample Activities	Unit
3. Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.		
A. Describe and select physical activities that provide for enjoyment and challenge.	<ul style="list-style-type: none"> • Mini/Modified Volleyball Games • Double Dutch Jumping • Ultimate Frisbee 	<ul style="list-style-type: none"> • Volleyball • Jump Rope • Frisbee
B. Identify opportunities in the school and community for regular participation in physical activity.	<ul style="list-style-type: none"> • Miniature Golf • Frisbee Golf • Rope Skipping 	<ul style="list-style-type: none"> • Golf • Frisbee • Jump Rope
C. Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.	<ul style="list-style-type: none"> • Miniature Golf • Frisbee Golf • Rope Skipping 	<ul style="list-style-type: none"> • Golf • Frisbee • Jump Rope
D. Identify favorite lifelong physical activities.	Line Dance	Dance and Rhythms
E. Participate in moderate to vigorous physical activity for a sustained period of time on a regular basis.	<ul style="list-style-type: none"> • Run California • Rope Skipping 	<ul style="list-style-type: none"> • Power Walking/Jogging • Jump Rope
F. Maintain healthy levels of flexibility.	<ul style="list-style-type: none"> • See specific warm-up and cool-down procedures in each unit lesson • Run USA 	<ul style="list-style-type: none"> • Fun and Fitness Circuit • Power Walk and Jog

Content Standards	Sample Activities	Unit
G. Develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.	<ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan • Fitness Circuits 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Fun and Fitness Circuits
H. Evaluate personal fitness goals and make appropriate changes for improvement.	<ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan • Run USA 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Power Walking/Jogging
I. Select and use appropriate technology tools to evaluate, monitor, and improve physical development.	<ul style="list-style-type: none"> • SPARK Physical Activity Log • SPARK Action Plan • Run USA 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Power Walking/Jogging

Content Standards	Sample Activities	Unit
4. Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.		
A. List long term physiological and psychological benefits that may result from regular participation in physical activity.	<ul style="list-style-type: none"> • Line Dances • Power Walk and Jog • Wallball 	<ul style="list-style-type: none"> • Dance and Rhythms • Power Walk and Jog • Wallball/Handball
B. Select aerobic exercises and describe the effects on the heart and overall health.	<ul style="list-style-type: none"> • Jogging • Fitness Circuit 	<ul style="list-style-type: none"> • Power Walk and Jog • Fun and Fitness Circuit
C. Assess physiological effects of exercise during and after physical activity.	<ul style="list-style-type: none"> • Jogging • Fitness Circuit 	<ul style="list-style-type: none"> • Power Walk and Jog • Fun and Fitness Circuit
D. Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.	5 Servings Tag	Games
E. Identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs.	Jogging	Power Walk and Jog
F. Describe and predict the effects of stress management techniques on the body.	Jogging	Power Walk and Jog
G. Explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.	Jogging	Power Walk and Jog

Content Standards	Sample Activities	Unit
H. Recognize the effects of substance abuse on personal health and performance in physical activity.	Heart Alert	Games

Content Standards	Sample Activities	Unit
5. Physical activity and health. The student understands and applies safety practices associated with physical activities.		
A. Use equipment safely and properly.	<ul style="list-style-type: none"> • Swing • Pass Pass • Hurdle Practice 	<ul style="list-style-type: none"> • Golf • Hockey • Track and Field
B. Select and use proper attire that promotes participation and prevents injury.	Run California	<ul style="list-style-type: none"> • Power Walk and Jog
C. Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.	<ul style="list-style-type: none"> • Activity Log • SPARK Action Plan • Fitness Circuits 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Fun and Fitness Circuits
D. Analyze exercises for their effects on the body such as beneficial/potentially dangerous.	<ul style="list-style-type: none"> • Activity Log • SPARK Action Plan • Fitness Circuits 	<ul style="list-style-type: none"> • Extra Extra • Extra Extra • Fun and Fitness Circuits
E. Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	<ul style="list-style-type: none"> • Run USA • Run California 	Power Walk and Jog

Content Standards	Sample Activities	Unit
6. Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.		
A. Distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.	<ul style="list-style-type: none"> • Speedball • Modified Full Court Games 	<ul style="list-style-type: none"> • Field Games • Basketball
B. Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding-back up other players.	<ul style="list-style-type: none"> • 3 Step Run with Defender • Speedball • Frisbee Speedball 	<ul style="list-style-type: none"> • Field Games • Field Games • Frisbee

Content Standards	Sample Activities	Unit
7. Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.		
A. Solve problems in physical activities by analyzing causes and potential solutions.	<ul style="list-style-type: none"> • Hoodini Hoops • Bodyguards • Memory Ball 	Games
B. Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.	<ul style="list-style-type: none"> • Baton Shuttle Relays • Circle Bump and Set • Group Moon Ball 	<ul style="list-style-type: none"> • Track and Field • Volleyball • Games
C. Identify and follow rules while playing sports and games.	<ul style="list-style-type: none"> • Modified Full Court Games • Speedball • Mini/Modified Volleyball 	<ul style="list-style-type: none"> • Basketball • Field Games • Volleyball
D. Accept decisions made by game officials including student, teachers, and officials outside the school.		<ul style="list-style-type: none"> • Basketball • Soccer • Softball
E. Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.	<ul style="list-style-type: none"> • Modified Full Court Games • Small Sided Soccer • Mini/Modified Volleyball 	<ul style="list-style-type: none"> • Basketball • Soccer • Volleyball