

Physical Education Essential Standards

	<i>Standard description</i>	Learning target
4.1	<i>Distinguish between effective and ineffective warm-up and cool-down techniques.</i>	Students will be able to identify why we dynamically stretch before vigorous exercise. Students should be able to pass the flexibility component of the PFT. Shoulder reach (fingers can touch behind their back, one elbow up and one down on both arms) and students can touch their toes or beyond (sit and reach PFT).
4.6	<i>List the long-term benefits of participation in regular physical activity.</i>	Students will be able to explain the different components of fitness and how it helps keep them healthy throughout their lifetime.
3.4	<i>Monitor the intensity of one's heart rate during physical activity.</i>	Students should be able to locate their pulse and count for 6 sec. Add a zero and that will determine their heart rate per minute (BPMP. $(220 - \text{age}) = \text{max heart rate}$. Healthy heart rate zone for moderate intensity should be 60-70%. For example: 10 years old $(210 \times .70) = 147 \text{ BPM}$
3.6	<i>Participate in moderate to vigorous physical activity a minimum of four days each week.</i>	Students should be able to meet the standards for a mile run as defined by the state of California Boys <11:00 min, Girl's <12:00. Passing the Physical Fitness Test (PFT) for push-ups and sit-ups. Push-ups: Boys >10, Girls >7 Sit-ups >18
5.1	<i>Participate productively in group physical activities.</i>	Students will be able to establish offensive and defensive strategies as well as electing a leader.
5.2	<i>Evaluate individual responsibility in group efforts.</i>	Students will be able to effectively demonstrate good sportsmanship and their role in the group activities. Teamwork.
1.10	<i>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</i>	Students will be able to perform locomotor skills needed for agility. Hopping, skipping, leaping, shuffling, karaoke and galloping.

1.1	<i>Combine movement skills to play a lead-up or modified game.</i>	Students will be able to play and understand the rules of “ultimate”.
1.6	<i>Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.</i>	Students will be able to pass a juggling test where they will juggle 3 scarves for 3 full rotations.
1.4	<i>Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.</i>	Students will be able to bump and set a volleyball. Students will learn the forehand and backhand strokes for tennis.
2.9	<i>Identify opportunities to pass or dribble while being guarded.</i>	Students will be able to understand when to pass or dribble the equipment in soccer, basketball and ultimate.
1.9	<i>Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</i>	Students will be able to demonstrate proficiency in juggling, throwing and catching a variety of objects. They will learn to perform all exercises in our circuits and agility drills.