

**Baltimore County Public Schools**  
**Office of Physical Education**  
**Course of Study**  
**2009**

## **Acknowledgments**

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## Foreword

All children are learners, and the innate drive within them to learn must be constantly encouraged and nurtured, never stifled. To adequately fulfill the right of our students to quality education, the various courses of study in the school system must and will continue to manifest rigorous content and competencies that every student is expected to achieve. In recent years, education in Baltimore County has undergone a seismic shift in certain areas, such as increasing diversity, workforce demands, and emerging technology. The school system is committed to meet those changes as opportunities to further adhere to the highest standards and provide all students the best education possible.

Education is a multi-dimensional process, especially today. Still, the primary goal of education is the preparation of students to become self-sufficient individuals who, while pursuing their own objectives in life, will contribute to the betterment of society. This aim incorporates the ideal that education will enable people to attain personal fulfillment through learning and, at once, adopt responsibilities for others and their total environment. Essentially, education should assist individuals in enriching their lives to the best of their abilities, expanding their horizons and world visions, and fulfilling their roles as citizens. And paramount, education must prepare students to be active "learners" for the entirety of their lives.

Curriculum comprises the framework upon which instruction and learning are founded. Many often choose to view curriculum as the product of a bunch of "what's good fors:" what's good for the individual, what's good for the community, what's good for business, what's good for the country, what's good for society and culture, and so on – sometimes forgetting what's good for students. And though input from all of the aforementioned sources is necessary in developing curriculum, educators must ever keep in mind that learning is not the sole possession of schools or the classroom. Accordingly, curriculum should increasingly attend, among other demands, students' need to increase creative and strategic thinking and learning skills. For with such skills, students will continue the learning process far beyond their classroom environment and into their future years.

Dr. Joe A. Hairston  
Superintendent

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## **Purpose and Philosophy**

Baltimore County Public Schools provide a Kindergarten through Grade 12 program in physical education which complies with the Maryland State Board of Education Regulation.

Title 13A State Board of Education  
Subtitle 04 Special Subjects

.01 Requirements for Physical Education Instructional Programs for K-12.

A. The following physical education programs shall be required in public schools for Grades K-12:

- (1.) Grades K-8. Each local school system shall provide an instructional program in physical education each year for all students in grades K-8.
- (2.) Grades 9-12. Each local school system shall offer a physical education program in grades 9-12 which shall enable students to meet graduation requirements and to select physical education electives.

In Baltimore County Public Schools, all students receive physical education in grades K-8. The high schools provide a fitness-based physical education program that prepares students for a healthy and active lifestyle. This program enables students to meet graduation requirements and to select physical education electives.

*The Physical Education Program in Baltimore County Public Schools is based on National and State Standards.*

### **Vision**

All students will be physically educated, having acquired motor skills to perform a variety of physical activities, physical fitness knowledge, and intrinsic motivation to pursue a healthy and active lifestyle in an increasingly changing society.

### **Mission**

The purpose of the physical education program is to contribute to each student's growth and development in the physical, mental, and social domains through a movement-based curriculum. This involves delivery of a planned, sequential, K-12 instructional program that teaches skills, knowledge, and behaviors to promote lifelong fitness. These components are necessary to function at an adequate level of competence, enabling each student to be an active, physically and mentally fit individual throughout life.

### **Belief Statements**

We believe that all students will learn and achieve.

We believe that all students will be educated in a safe and orderly learning environment.

We believe that our vision for physically educated students requires:

- Established curriculum based on the National and State Standards for Physical Education.
- Delivery of instruction by certified physical education teachers.
- Scheduled time, adequate staffing, appropriate facilities, and proper equipment to deliver the program.
- Shared accountability among teachers, administrators, and central office personnel.
- Effective principals, teachers, community leaders, and parents who understand and support the need for students to be physically active on a daily basis.

### **Philosophy**

Physical education is an important and unique part of the daily instructional program. Not only does it contribute to the overall goals of education, but it also contributes to the development of motor and social skills, maintenance of fitness, personal health, and brain development. Physical activity is the method by which learning takes place. Quality instruction in physical education involves the “whole child” by providing psychomotor, cognitive, and affective benefits.

### **National Standards**

In 2004, the following national standards for physical education were published in a document entitled, *Moving Into the Future, National Standards for Physical Education (Second Edition)*:

A physically educated person...

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **Voluntary State Curriculum Standards**

- Standard I: Skillfulness – Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.
- Standard II: Biomechanical Principles – Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
- Standard III: Motor Learning Principles – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
- Standard IV: Exercise Physiology – Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.
- Standard V: Physical Activity – Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.
- Standard VI: Social Psychological Principles – Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

## Physical Education State Standards

### Rationales

#### **Standard I: Skillfulness**

A physically educated person demonstrates competency in many movement forms. The one attribute that differentiates physical education from all other academic areas is its unique kinesthetic contribution to the education of the whole child. In addition to physical development, physical education provides opportunities for students to be creative, cooperative and competitive, and to face different challenges as individuals, in pairs, and in small groups. Students are afforded multiple opportunities to learn, practice, and refine movement and skills as they evaluate actions, ideas, and performances that improve their quality of movement.

#### **Standard II: Biomechanical Principles**

Biomechanics is the application of mechanical principles in the study of human movement. Biomechanical concepts provide a basis for understanding the ways in which human movement during exercise, sport, dance, and daily living activities can be executed safely. It is important for students to understand and apply these essential concepts: range of motion, force generation and absorption, inertia, momentum, balance, principles of rotation, torque, and velocity. As students apply these concepts, they improve their movement skills and maximize their performance and efficiency while minimizing the risk of injury.

#### **Standard III: Motor Learning Principles**

Motor learning is the study of change in the ability of an individual to perform a skill. Successful performance is based on appropriate practices over time and corrective feedback during skill development. Physical education teachers are committed to teaching students fundamental and complex skills while providing ample opportunities to practice, refine, and master these skills. Helping students develop the ability to “learn how to learn” and giving students the knowledge they need to learn independently will help them later in life when they need to acquire and apply new skills.

#### **Standard IV: Exercise Physiology**

Exercise Physiology is the study of how the body systems of humans react and function during exercise and rest. Exercise physiology incorporates information from other disciplines such as: chemistry, physics, anatomy, and kinesiology as well as the current practices related to fitness and exercise. Health-related and skill-related fitness components and proper warm-up and cool down techniques are important for recognizing effective training principles that are essential for safe participation in exercise routines.

#### **Standard V: Physical Activity**

Physical activity includes any form of exercise or movement of skeletal muscles which results in an expenditure of energy. Physical activity offers many health benefits including improved fitness levels, better weight control, and a lower risk for health-related illnesses. Research suggests that regular physical activity assists in improved

academic performance and reduces the risk for depression and the debilitating effects of stress. Physical activity during the school day that includes time spent in physical education class, classroom-based movement, and recess is a critical component of the instructional program. Additional opportunities for movement outside the school day should include intramural and interscholastic sports, walking or biking to school, recreational participation, or free-play. Special consideration should be given to those with unique physical activity needs and those who have a greater risk for a sedentary lifestyle.

**Standard VI: Social Psychological Principles**

Social Psychology is the study of the social development of individuals. It examines the interaction of human beings and effects on thought, emotion, and behavior of self and others. The nature of physical activity and sport presents abundant opportunities for students to develop social psychological knowledge and skills. Physical education provides a learning environment that is conducive to building positive student self-concept and self-esteem while providing opportunities to help students interact cooperatively and respectfully, solve conflicts in constructive and peaceful ways, and safely participate in class. Physical education also provides opportunities to develop self-efficacy which relates to a person's perception of his/her ability to reach a goal or belief that one is capable of performing in a certain manner to attain certain goals.

## **Health-Related Benefits of Physical Activity**

In 2008, the Centers for Disease Control (CDC) prepared a document entitled, *Physical Activity and Health*, which clearly stated that regular physical activity offers substantial improvements in health and well-being.

Regular physical activity that is performed on most days of the week improves health in the following ways:

- Helps build and maintain healthy bones, muscles, and joints.
- Helps control weight.
- Reduces feelings of anxiety.
- Reduces depression and moodiness.
- Reduces the risk of developing heart disease, high blood pressure, colon cancer, and diabetes.

### **Brain Development and Physical Activity**

Brain research literature indicates that there are important relationships between physical activity, brain development, and cognitive performance. From preschool through the elementary years, children need a variety of physical education activities which develop basic motor skills associated with human movement, such as: maintaining balance with changes in body positions; walking, running, jumping; changing the speed of movement; and changing the direction of movement. It is particularly important that these motor skills be developed and continually reinforced before the age of 10, in order to develop and reinforce as many motor pathways as possible before synaptic downsizing occurs. Research indicates that from birth to age 10, sensory and motor experiences play a significant role in stimulating synaptic connections between neurons which guide brain development. At about age 10, the brain begins a period of prioritization. The strongest synapses are preserved. Research indicates that sensory and motor experiences play a prominent role in reinforcing and strengthening connections. Brain research clearly suggests the importance of physical education and its relationship to improved academic performance.

### **Physical Activity:**

- Improves short-term memory.
- Enhances visual tracking ability.
- Builds heavier, synaptic rich brains.
- Helps children with developmental problems by increasing completion rate of written tasks and reducing off-task behaviors.

**A “Balanced Program in Physical Education” is intended to:**

- Instill in students an appreciation for physical activity and promote the “joy of effort” while providing an element of fun and enjoyment through participation.
- Aid students in attaining levels of skill development that will allow them to participate more completely in physical activities.
- Encourage and foster the development and maintenance of personal physical fitness.
- Assist students in developing social skills and attitudes, including independence, responsibility, leadership, cooperation, fair play or spirit of sport, and an appreciation of the capabilities and limitations of self and others.
- Help students to develop attitudes, concepts, and values that will assist in problem-solving and decision-making in light of both individual ideals and the customs and values of the home and the community.

## **Baltimore County Public Schools Physical Education – Fitness and Obesity**

### **Mission and Program Description**

The Baltimore County Public Schools are committed to implementing programs to educate children about the importance of a healthy lifestyle. They are dedicated to improving the health and well-being of the next generation. Obesity is one key area in which education may demonstrate a positive impact. Significant factors which influence obesity in children are poor nutrition and lack of physical activity.

All students in Grades K-8 in the Baltimore County Public Schools participate in physical education every year. The instructional program provides physical activities which promote aerobic fitness at each grade level. Physical activities to promote cardiovascular fitness include, but are not limited to aerobic games, aerobic dance, step aerobics, team activities, rope jumping, circuit training, track and field, and cross country. Students use various forms of technology to measure performance using pedometers, heart rate monitors, and instapulses to record heart rate. All schools have the books, Physical Education for Lifelong Fitness and the Physical Best Activity Guides to integrate fitness knowledge in games and activities.

In Grade 9, the course required for high school graduation, *Fitness Foundations/Fitness Mastery* is taught with a fitness focus. *Fitness Foundations/Fitness Mastery* is the course needed to fulfill the one credit state and county graduation requirement. The course is designed to be given in Grade 9 as a prerequisite to any physical education electives. *Fitness Foundations/Fitness Mastery* emphasizes the concepts of personal fitness, personal assessment, and the knowledge to achieve and maintain a lifetime of a healthy level of physical fitness. Understanding fitness concepts, achieving fitness levels, and increasing motor skills are individualized and students within a class will be performing at varying levels of competency. All students will have a personal fitness plan by the end of this course. They will also have the knowledge to assist them in adjusting this plan as their interests and abilities change during their lives.

### **Assessment of Personal Fitness**

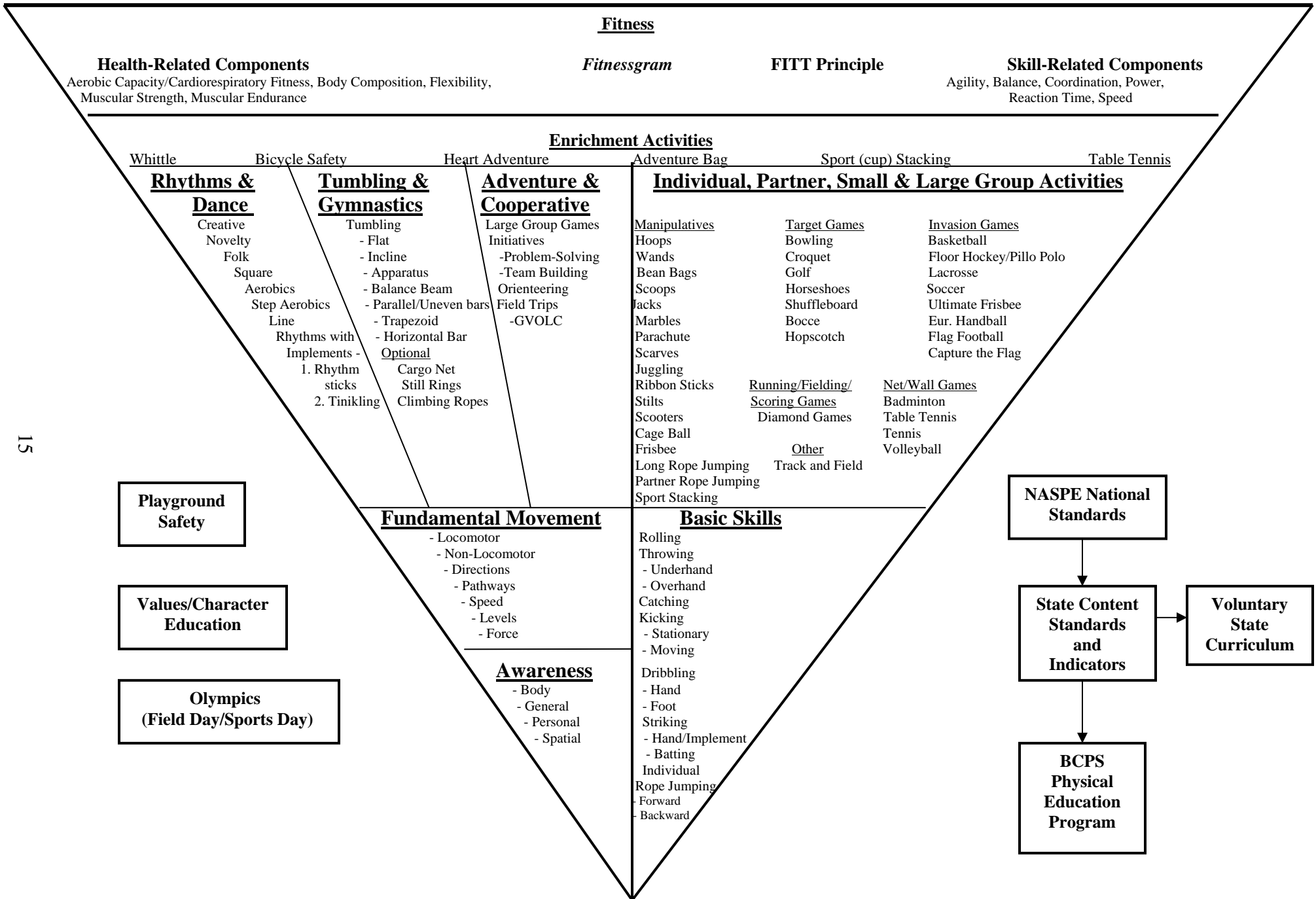
All students in Grades 4, 5, 6, 7, 8, and 9 participate in the *Fitnessgram* testing program. Students with disabilities participate in the testing with modifications using the *Brockport Fitness Test*. *Fitnessgram* is the assessment tool that all schools in Baltimore County are using to assess the health related components of fitness. It is a criterion-referenced test, in that student scores are compared to standards of health-related fitness that indicate levels of fitness necessary for health, regardless of others' scores. The goal is to score in the Healthy Fitness Zone. *Fitnessgram* tests aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. The test for aerobic capacity is the PACER (Progressive Aerobic Cardiovascular Endurance Run) test. The tests for muscular strength and muscular endurance are curl-ups, trunk lift, and push-ups. The tests for flexibility are the shoulder stretch and the sit and reach test. The purpose of fitness testing is to point out areas of strength and areas that need improvement. Body size and build will certainly affect scores as well as motivation. *Fitnessgram* is not

intended to compare one child with another, but rather with the national norms for each age group. These fitness scores are entered into a computer program. A student report is generated. Students then use their scores to set personal goals to improve or maintain fitness.

## **Elementary Physical Education**

“A Balanced Elementary Physical Education Instruction Program” illustrates the importance of providing a foundation of motor skills and basic skills which lead to participation in a wide variety of activities. Enrichment activities are encouraged. Fitness knowledge and concepts are incorporated in all units of instruction.

# A Balanced Elementary Physical Education Instructional Program



## Elementary School

**KINDERGARTEN...**Physical education focuses on skill development in bodily and spatial awareness; fundamental and creative movement; basic skills; low-organized games, rhythms and dance; tumbling and gymnastics; and wellness. By the end of kindergarten, students will:

- Move creatively using a variety of levels, pathways, and speeds.
- Cooperate with others by taking turns and sharing equipment.
- Participate willingly in all activities.
- Identify basic safety rules.

### AIM Objectives

- The student will demonstrate fundamental movement skills in order to move proficiently.
- The student will develop creative movement skills in order to enhance movement performance.
- The student will practice skill themes in order to build skill development.
- The student will participate in physical activity in order to identify its effects on the body systems.
- The student will use safety practices in order to participate in physical activity settings.

**GRADE 1...**Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade one, students will:

- Practice a variety of ways to move using different pathways, levels, speeds, and directions.
- Create locomotor and non-locomotor patterns.
- Apply basic safety rules when performing in personal space, general space, and on equipment.
- Show respect for different abilities when observing classmates' performances.
- Cooperate with others and accept each classmate as a contributing member of the group.

### AIM Objectives

- The student will demonstrate fundamental movement skills in order to participate in physical activity.
- The student will develop creative movement skills in order to move effectively
- The student will demonstrate a variety of skill themes including throwing, catching, dribbling, kicking, and striking in order to improve performance.
- The student will participate in physical activity in order to determine its effect on the body systems.

- The student will identify that skills will develop with appropriate practice over time in order to improve fundamental movement skills.

**GRADE 2...**Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade two, students will:

- Perform and explain movement skills.
- Practice and improve basic skills, such as: throwing and catching with self, a partner, and in small groups.
- Explain the value of exercise as it relates to an active, health lifestyle.
- Cooperate with others when solving movement tasks.

### **AIM Objectives**

- The student will demonstrate fundamental movement skills in order to move proficiently.
- The student will demonstrate skill themes in order to develop basic skills.
- The student will participate in physical activity in order to identify its effect on the body systems.
- The student will identify the components of fitness in order to develop a healthy level of fitness.
- The student will identify the relationship between effort and improvement in order to enhance skill development.

**GRADE 3...**Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade three, students will:

- Refine motor skills for participation in a variety of physical activities.
- Apply knowledge of movement patterns to create movement routines.
- Identify the behaviors, attitudes, and basic fitness activities that contribute to a healthy lifestyle.
- Use knowledge of movement, dance, and sports to share information about people, places, and things
- Interact cooperatively with students of varying abilities in solving partner and group movement tasks.

### **AIM Objectives**

- The student will develop creative movement skills in order to create skill combinations to move effectively.
- The student will explain how forces cause changes in order to determine the ways objects move.
- The student will identify the benefits of physical activity in order to promote healthy habits.

- The student will identify the relationship between nutrition and physical activity in order to increase awareness of a healthy lifestyle.
- The student will develop and maintain relationships in order to create a sense of community.

**GRADE 4...**Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade four, students will:

- Participate successfully in a variety of physical activities.
- Apply common movement patterns to specific activities.
- Demonstrate knowledge of fitness concepts and their contribution to selecting personal fitness activities.
- Participate in *Fitnessgram* fitness testing to assess personal Healthy Fitness Zones.
- Participate in a variety of ethnic dances and games to develop an appreciation for people and their customs.
- Evaluate personal achievements and physical improvements.
- Develop personal skills that foster cooperation and sportsmanship in game play.

#### **AIM Objectives**

- The student will demonstrate and discuss static and dynamic balance in order to determine factors of influence.
- The student will identify and compare components of the FITT principle in order to develop a fitness plan.
- The student will examine and compare individual aerobic capacity/cardiorespiratory fitness in order to determine a healthy fitness level.
- The student will examine and compare individual flexibility in order to determine a healthy fitness level.
- The student will describe the importance of self-evaluation and feedback in order to improve motor skills.

**GRADE 5...**Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade five, students will:

- Refine basic skills to successfully participate in a variety of physical activities.
- Create and perform a gymnastics routine, dance sequence, and/or original game.
- Identify health-related and skill-related components of fitness.
- Participate in *Fitnessgram* fitness testing to assess personal Healthy Fitness Zones.
- Develop positive attitudes about physical activity and fitness.
- Evaluate performances, routines, and game rules.

#### **AIM Objectives**

- The student will demonstrate skill themes in order to participate in physical activities.

- The student will describe the components of fitness needed in order to design a fitness plan.
- The student will examine and compare individual muscular strength and muscular endurance in order to assess fitness levels.
- The student will use corrective feedback in order to improve skill performance.
- The student will employ cooperation and good sportsmanship in order to build and maintain positive relationships with others.

At the elementary school level, enrichment activities are available for student participation such as: adventure bag activities, bicycle safety, Heart Adventure Course, pedometers, sport stacking, table tennis, and whittle equipment.

## **Middle School Physical Education**

“Middle School Physical Education Instructional Program of Studies” provides a listing of the strands of instruction for middle school aged students. Each year, all students in Grades 6, 7, and 8 must be provided with activities from each strand in order to experience a well balanced physical education program that meets their needs and interests.

**MIDDLE SCHOOL PHYSICAL EDUCATION INSTRUCTIONAL PROGRAM OF STUDIES**

*National Standards*  
**NASPE**

*State Standards*  
**Maryland VSC**

<b>ADVENTURE/ COOPERATIVE ACTIVITIES</b>	<b>INDIVIDUAL ACTIVITIES</b>	<b>PHYSICAL FITNESS &amp; WELLNESS</b>	<b>RECREATIONAL ACTIVITIES</b>	<b>RHYTHMS &amp; DANCE</b>	<b>TEAM ACTIVITIES</b>	<b>TUMBLING &amp; GYMNASTICS</b>
<b>INITIATIVE GAMES</b>	ARCHERY	<b>COMPONENTS OF FITNESS</b>	BLONGO BALL	<b>CATEGORY 1</b>	BASKETBALL	ARTISTIC GYMNASTICS (APPARATUS)
TEAM BUILDING PROBLEM-SOLVING	BADMINTON		HEALTH-RELATED SKILL-RELATED		BOCCE BALL	
<b>LARGE GROUP</b>	BICYCLING	<b>FITNESSGRAM</b>	BOWLING	SOCIAL DANCE SQUARE DANCE	FIELD HOCKEY	RHYTHMIC GYMNASTICS
<b>ADVENTURE GAMES</b>	CROSS COUNTRY	<b>ASSESSMENTS</b>	CAGE BALL		FLAG FOOTBALL	TUMBLING
<b>LOW ROPES</b>	GOLF	<b>AEROBIC ACTIVITIES</b>	CROQUET	<b>CATEGORY 2</b>	FLOOR HOCKEY	STUNTS/BALANCING
<b>COURSE</b>	IN-LINE SKATING	AEROBIC DANCE AEROBIC GAMES	FRISBEE	LUMMI STICKS	LITHUANIAN HANDBALL	PYRAMID
<b>ADVENTURE</b>	ROPE JUMPING	CORE STRENGTH	HORSESHOES	ROPE JUMPING	MODIFIED LACROSSE	BUILDING
<b>UNITS OF INSTRUCTION</b>	TABLE TENNIS	STABILITY BALLS STEP AEROBICS	JUGGLING	TINIKLING	MODIFIED SOCCER	
<b>ADVENTURE BAG ACTIVITIES</b>	TENNIS	<b>TECHNOLOGY DDR</b>	SCOOTER BOARD ACTIVITIES		SLOW PITCH	
ORIENTEERING	TRACK & FIELD	HEART RATE MONITORS PEDOMETERS	SHUFFLEBOARD		SOFTBALL	
<b>FIELD TRIPS</b>	WRESTLING	<b>INTRODUCTION TO STRENGTH TRAINING</b>	SPORT STACKING		TEAM HANDBALL	
			STILTS		VOLLEYBALL	

**Intramurals:** All schools are encouraged to offer before and/or after school activities for students as an extension of the instructional program.

**Values Education: Throughout the BCPS Physical Education Curriculum, these values will be naturally incorporated into activities.**

Compassion	Courtesy	Honesty	Knowledge	Respect for the Rights of Others	Responsible
Cooperation	Equality of Opportunity	Human Worth and Dignity	Loyalty	Responsibility	Citizenship
					Tolerance

2009

## Middle School

### Overview

A comprehensive program of middle school physical education includes the selection of:

- Individual activities of cross country, badminton, track and field, tennis, table tennis, and wrestling.
- Team activities of basketball, field hockey, flag football, lacrosse, soccer, slow-pitch softball, handball, and volleyball.
- Tumbling and gymnastics activities including apparatus, stunts, tumbling, pyramid building, and rhythmic gymnastics.
- Recreational activities of bocce ball, bowling, croquet, Frisbee, horseshoes, shuffleboard, and juggling.
- Rhythms and dance activities including lummi sticks, tinikling, rope jumping, square dance, folk dance, aerobic dance, line dance, and/or contemporary dance.
- Adventure experiences of orienteering, cooperative games, team building, group problem-solving, and low-risk elements.
- Physical fitness and wellness activities which address muscular strength and muscular endurance, flexibility, aerobic capacity/cardiorespiratory endurance, and body composition.
- Values education and technology integration.

**GRADE 6...**Physical education provides students with a program that emphasizes skill development in a non-competitive environment. A variety of games and experiences are sequentially planned for students of all ability levels. Students will:

- Show improvement in a variety of skills as they are applied to games and sports.
- Analyze and critique individual, partner, and group skills during the performance of selected activities.
- Identify, select, and participate in activities that are appropriate for maintaining fitness and wellness.
- Participate in *Fitnessgram* fitness testing to assess personal Healthy Fitness Zones.
- Develop, display, and encourage good sportsmanship and other positive behaviors both as a spectator and participant.

### AIM Objectives

- The student will develop fundamental movement skills in order to apply the skills to a variety of physical education and daily life activities.
- The student will develop creative movement skill combinations in order to apply skills to a variety of physical education and daily life activities.
- The student will identify and apply the components of the F.I.T.T. principle in order to adjust levels of physical activity.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness in order to determine fitness levels.

- The student will participate in physical activity in order to explain the effect of physical activity on the body systems.
- The student will analyze individual the relationship between nutrition and physical activity in order to maintain a healthy level of fitness.
- The student will apply Newton's Laws of Motion in order to optimize movement and minimize injury.
- The student will identify the importance of self-evaluation and feedback in order to improve motor skills.
- The student will apply safety practices in order to participate in physical activity settings.

**GRADE 7...**Physical education provides students with a variety of activities that promote their total fitness and well-being. At this level, the program offers an opportunity for students to improve and apply previously learned skills in both cooperative and competitive settings. Students will:

- Demonstrate acceptable performance levels in order to participate successfully in various activities.
- Create original routines in selected activities such as: rope jumping, tumbling and gymnastics, and/or rhythms and dance.
- Categorize activities according to skill requirements, safety, potential fitness, and health benefits.
- Participate in *Fitnessgram* fitness testing to assess Healthy Fitness Zones.
- Integrate technology to enhance performance.
- Improve motor skills by selecting challenging activities and assist those who are less skilled.

### **AIM Objectives**

- The student will develop the ability to solve tactical game problems (scoring and preventing scoring) by using on-the-ball skills and off-the-ball movements.
- The student will identify and use levers in order to determine the influence of force.
- The student will investigate the importance of self-evaluation and feedback in order to improve motor skills.
- The student will evaluate moderate to vigorous physical activity in order to determine the effects on the body systems.
- The student will explain the benefits of physical activity in order to determine its effect on the body systems.
- The student will analyze and adapt components of the F.I.T.T. principle in order to adjust levels of physical activity.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness in order to determine fitness level.
- The student will assess and analyze individual flexibility in order to determine fitness level.
- The student will assess and analyze individual muscular strength and muscular endurance in order to determine fitness level.

- The student will establish and modify a personal physical activity goal in order to monitor progress towards the achievement of that goal.

**GRADE 8...**Physical education provides students with opportunities to refine skills and develop advanced skills in selected activities. Emphasis is placed on the importance of a healthy lifestyle and making wise choices for leisure time pursuits. Students will:

- Participate, with competency, in a variety of games and sports, and apply strategies and rules during the game.
- Identify similarities and differences in skills and strategies found in games and sports.
- Participate in *Fitnessgram* fitness testing to assess personal Healthy Fitness Zones.
- Develop and apply appropriate values education concepts when participating in all activities.
- Integrate technology to enhance performance.

### **AIM Objectives**

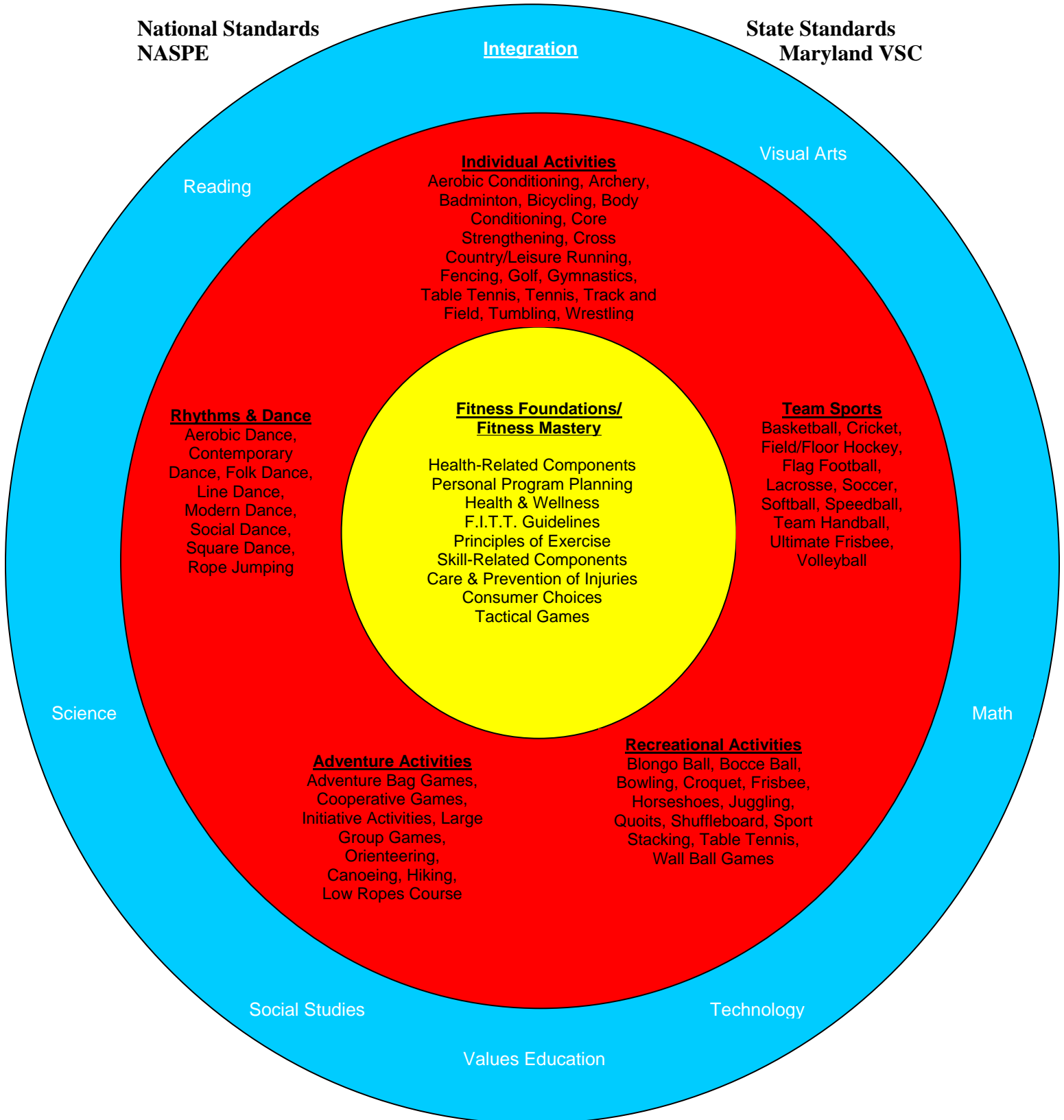
- The student will develop fundamental movement skills and apply them to a variety of physical education and daily life activities.
- The student will apply Newton's Laws of Motion in order to optimize movement and minimize injury.
- The student will analyze the effects of physical activity in order to determine the impact on the body systems.
- The student will evaluate the relationship between effort and improvement in order to develop self-confidence.
- The student will identify the importance of self-evaluation and feedback in order to improve motor skills.
- The student will apply effective time management strategies in order to increase physical activity.
- The student will examine body composition in order to determine fitness level.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness in order to determine fitness level.
- The student will assess and analyze individual flexibility in order to determine fitness level.
- The student will assess and analyze individual muscular strength and muscular endurance in order to determine fitness level.
- The student will perform tasks effectively with others in order to participate in a variety of physical activity settings.
- The student will explain the impact of media use in order to determine the influence on physical activity.

At the middle school level, intramurals provide all students with opportunities to participate in selected activities before or after school. Intramurals can be games, tournaments, demonstrations, exhibitions, or other creative ways that physical education teachers find to enrich their instructional programs within the school.

## **High School Physical Education**

“High School Physical Education Instructional Program of Studies” establishes the personal fitness of students as the target. The required course for high school graduation, *Fitness Foundations/Fitness Mastery*, presents fitness knowledge and concepts as well as opportunities for students to participate in activities that meet their fitness goals. Students are encouraged to participate in courses in the elective program to maintain and enhance their personal fitness.

**HIGH SCHOOL PHYSICAL EDUCATION INSTRUCTIONAL PROGRAM OF STUDIES**



**Intramurals:** All schools are encouraged to offer before and/or after school activities for students as an extension of the instructional program.

## High School Required Course

*Fitness Foundations/Fitness Mastery* is the course needed to fulfill the graduation requirement. The course is designed to be taken in grade nine prior to any physical education electives. *Fitness Foundations/Fitness Mastery* emphasizes the concepts of personal fitness, personal assessment, and the knowledge to achieve and maintain a lifetime of optimal health and wellness. Students within a class will be performing at various levels of competency to improve motor skills and fitness levels. Application of this knowledge will be assessed throughout the course. All students will have a personal fitness plan, and by the end of this course, they will have the knowledge to assist them in adjusting this plan as their interests and abilities change throughout their lives.

The content of this course includes:

- Personal fitness and wellness.
- Exercise guidelines.
- Training principles.
- Cardiovascular fitness.
- Muscular strength.
- Muscular endurance.
- Flexibility.
- Body composition and weight control.
- Nutrition.
- Skill-related fitness.
- Stress management.
- Consumer choices.

During the course, students will:

- Design a personal fitness program.
- Develop a personal fitness plan which addresses personal needs and abilities.
- Develop, extend, and refine skills in a variety of team sports and games, individual and dual activities, rhythms, and leisure activities.

### AIM Objectives

- The student will apply fundamental movement skills in order to participate in a variety of physical education and daily life activities.
- The student will analyze and demonstrate tactical game problems (scoring and preventing scoring) by using on-the-ball and off-the-ball movements.
- The student will analyze the difference between closed and open skills in order to apply the skills in a game setting.
- The student will analyze muscle characteristics in order to determine the influence on force production.
- The student will analyze how a projectile's performance, accuracy, distance, and trajectory can be altered by applying basic biomechanical principles in order to distinguish how force is effectively applied to projectiles.

- The student will analyze biomechanical concepts in order to determine the importance for safe participation in everyday activities.
- The student will develop and implement an appropriate practice plan in order to improve skill proficiency.
- The student will assess and adapt components of the F.I.T.T. principle in order to adjust levels of physical activity.
- The student will evaluate the benefits of physical activity in order to determine its affect on the body systems.
- The student will explain the benefits of physical activity in order to promote personal health and fitness.
- The student will evaluate the relationship between nutrition and physical activity in order to promote personal health and fitness.
- The student will apply safety practices in order to participate in physical activity settings.
- The student will apply effective time management strategies in order to work effectively.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness in order to determine fitness level.
- The student will assess and analyze individual muscular strength and muscular endurance in order to determine fitness level.
- The student will assess and analyze individual flexibility in order to determine fitness level.
- The student will assess and analyze individual body composition in order to determine fitness level.
- The student will develop relationships in order to maintain a sense of community and a peaceful, healthy environment for all.
- The student will establish and modify personal physical activity goals by monitoring progress towards achievement.
- The student will develop safety procedures in order to guide a class in a variety of physical activities.

**Elective Courses Include:**

- Adventure education.
- Aerobics and body conditioning.
- Individual sports.
- Recreation leadership.
- Team sports.
- Weight training.

## **Physical Education Elective Courses Adventure/Outdoor Education**

Previously learned concepts and skills from the required high school physical education course, *Fitness Foundations/Fitness Mastery*, provide the foundation for the adventure/outdoor education elective. Selecting this elective course means students will be placing emphasis on personal improvements of health-related fitness through adventure/outdoor activities. Understanding fitness concepts and achieving fitness levels are developmental. Thus, students within a class will be performing on varying levels of competency. Opportunities will be provided for the students to work on their personal fitness plan.

### **Content**

- Health and skill-related components of fitness.
- Benefits of participation in physical activity.
- Benefits of participation in outdoor/adventure activities.
- Basic safety procedures.
- Specific safety procedures related to outdoor/adventure education.
- Participation in a variety of outdoor/adventure activities.
- Personal assessment of strengths and weaknesses related to performance in outdoor/adventure.
- Proper use of equipment related to outdoor/adventure activities.

### **Skills**

- Demonstrate an appropriate skill level for participation in adventure/outdoor experiences.
- State rules pertaining to conservation of the environment relative to the adventure/outdoor experiences.
- Identify adventure/outdoor activities suitable for personal leisure.
- Change their personal fitness program with emphasis on the health related components and include participation in adventure/outdoor experiences.
- Develop and maintain written records while performing a personal fitness plan.
- Demonstrate improved skill level in adventure/outdoor experiences, improved levels of fitness, and behaviors which reflect values such as critical inquiry, courtesy, human worth and dignity, respect for the rights of others, and responsibility.

### **AIM Objectives**

- The student will apply fundamental movement skills in order to participate in a variety of adventure activities.
- The student will analyze and demonstrate tactical game problems (scoring and preventing scoring) by using on-the-ball and off-the-ball movements during participation in adventure activities.
- The student will analyze the difference between closed and open skills in order to apply the skills in an adventure game.

- The student will analyze muscle characteristics while participating in adventure activities order to determine the influence on force production.
- The student will analyze how a projectile's performance, accuracy, distance, and trajectory can be altered by applying basic biomechanical principles in order to distinguish how force is effectively applied to projectiles in adventure activities.
- The student will analyze biomechanical concepts in order to determine the importance for safe participation in adventure activities.
- The student will develop and implement an appropriate practice plan in order to improve skill proficiency in adventure activities.
- The student will assess and adapt components of the F.I.T.T. principle in order to adjust levels of participation and selection of adventure activity.
- The student will evaluate the benefits of participation in adventure activities in order to determine the affects on the body systems.
- The student will explain the benefits of adventure activities in order to promote personal health and fitness.
- The student will evaluate the relationship between adventure activities and nutrition in order to promote personal health and fitness.
- The student will apply safety practices in order to participate in a variety of adventure activity settings.
- The student will apply effective time management strategies in order to monitor participation in adventure activities.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness during adventure activities in order to determine fitness level.
- The student will assess and analyze individual muscular strength and muscular endurance during adventure activities in order to determine fitness level.
- The student will assess and analyze individual flexibility during adventure activities in order to determine fitness level.
- The student will assess and analyze individual body composition in order to determine fitness level.
- The student will develop relationships in order to maintain a sense of community and a peaceful, healthy environment for all while participating in adventure activities.
- The student will develop and modify personal adventure activity goals by monitoring progress towards personal achievement.
- The student will develop safety procedures in order to guide a class in a variety of adventure activities.

## **Physical Education Elective Courses Aerobic and Body Conditioning**

Previously learned concepts and skills from the required high school physical education course, *Fitness Foundations/Fitness Mastery*, provide the foundation for the aerobic conditioning elective. Selecting this course means students will be placing emphasis on personal improvement of cardiovascular fitness. Proper techniques of heart rate monitoring are applied in conjunction with a variety of aerobic activities to enhance aerobic fitness. Fitness concepts and the achievement of healthy fitness levels are very different for each individual. Students within a class will be performing at varying levels of competency. Opportunities will be provided for the students to work on their personal fitness plans.

### **Content**

- Health and skill-related components of fitness.
- Basic physiological functions.
- Risk factors of cardiovascular disease.
- Benefits of participation in physical activity.
- Benefits of cardiovascular fitness.
- Principles of warm up and cool down.
- Principles of training.
- Basic safety procedures.
- Participation in a variety of aerobic activities measuring the heart rate, training rate, and recovery rate.
- Personal assessment of strengths and weaknesses related to performance in aerobic activities.
- Proper use of the heart rate monitors.
- Proper use of the cardiovascular equipment.

### **Skills**

- Set personal goals for enhancing aerobic fitness.
- Design and implement a personal fitness program for aerobic fitness.
- Develop and maintain written records while performing an individualized aerobic fitness plan.
- Decrease resting heart rate and improve recovery rate.
- Increase muscular strength, muscular endurance, and flexibility.
- Attain personal fitness goals for aerobic fitness after a training period.
- Modify goals and redesign a personal aerobic program.
- Identify aerobic activities suitable for personal leisure.

### **AIM Objectives**

- The student will apply fundamental movement skills in order to participate in a variety of aerobics and body conditioning activities.

- The student will analyze and demonstrate tactical game problems (scoring and preventing scoring) by using on-the-ball and off-the-ball movements during participation in aerobics and body conditioning activities.
- The student will analyze the difference between closed and open skills in order to apply the skills in aerobics and body conditioning activities.
- The student will analyze muscle characteristics in order to determine the influence on force production in aerobics and body conditioning activities.
- The student will analyze how a projectile's performance, accuracy, distance, and trajectory can be altered by applying basic biomechanical principles in order to distinguish how force is effectively applied to projectiles.
- The student will analyze biomechanical concepts in order to determine the importance for safe participation in aerobics and body conditioning activities.
- The student will develop and implement an appropriate practice plan in order to improve skill proficiency in aerobics and body conditioning activities.
- The student will assess and adapt components of the F.I.T.T. principle in order to adjust levels of physical activity in aerobics and body conditioning activities.
- The student will evaluate the benefits of physical activity in order to determine its affect on the body systems.
- The student will explain the benefits of physical activity in aerobics and body conditioning activities in order to promote personal health and fitness.
- The student will evaluate the relationship between nutrition and aerobics and body conditioning activities in order to promote personal health and fitness.
- The student will apply safety practices in order to participate in aerobics and body conditioning activities.
- The student will apply effective time management strategies in order to work effectively in aerobics and body conditioning activities.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness in order to determine fitness level.
- The student will assess and analyze individual muscular strength and muscular endurance in order to determine fitness level.
- The student will assess and analyze individual flexibility in order to determine fitness level.
- The student will assess and analyze individual body composition in order to determine fitness level.
- The student will develop relationships in order to maintain a sense of community and a peaceful, healthy environment for all.
- The student will establish and modify personal physical activity goals by monitoring progress towards achievement.
- The student will develop safety procedures in order to guide a class in a variety of aerobics and body conditioning activities.

## **Physical Education Elective Courses Individual/Dual Sports**

Previously learned concepts and skills from the required high school physical education course, *Fitness Foundations/Fitness Mastery*, provide the foundation for the individual/dual sports elective. Selecting this elective indicates that students will be placing emphasis on personal improvement of sport-specific movement patterns, strategies, and rules. Although skill-related components of physical fitness are emphasized in this course, opportunities will be provided for the students to work on their personal fitness plan that include the enhancement of the health-related components of fitness. Skill competencies, participation in team sports, and achievement of fitness levels are individual and students within a class will be performing at varying levels of competency.

### **Content**

- Health and skill-related components of fitness.
- Practice and heredity as factors in improving skill techniques.
- Basic skills, strategies, and body mechanics related to individual/dual sports.
- Benefits of participation in physical activity.
- Vocabulary and appropriate sport etiquette related to individual/dual sports.
- Benefits of participation in individual/dual sports.
- Principles of warm-up and cool down.
- Participation in a variety of individual/dual sports.
- Basic safety practices.
- Personal assessments of strengths and weaknesses related to individual/dual sports.

### **Skills**

- Demonstrate proper execution of skills and strategies in drill and game situations.
- Develop and maintain written records while performing personal fitness plans.
- Identify individual/dual sports suitable for personal leisure.
- Design a personal fitness program with emphasis on the health-related components.
- Participate in a variety of individual/dual sports.

### **AIM Objectives**

- The student will apply fundamental movement skills in order to participate in a variety of individual sports.
- The student will analyze and demonstrate tactical game problems (scoring and preventing scoring) by using on-the-ball and off-the-ball movements in individual sports.
- The student will analyze the difference between closed and open skills in order to apply the skills in an individual sports setting.
- The student will analyze muscle characteristics while participating in individual sports in order to determine the influence on force production.

- The student will analyze how a projectile's performance, accuracy, distance, and trajectory can be altered by applying basic biomechanical principles in order to distinguish how force is effectively applied to projectiles in individual sports.
- The student will analyze biomechanical concepts in order to determine the importance for safe participation in individual sports.
- The student will develop and implement an appropriate practice plan in order to improve skill proficiency in individual sports.
- The student will assess and adapt components of the F.I.T.T. principle in order to adjust levels of physical activity in individual sports' activities.
- The student will evaluate the benefits of physical activity in individual sports in order to determine the affect on the body systems.
- The student will explain the benefits of individual sports activities in order to promote personal health and fitness.
- The student will evaluate the relationship between nutrition and individual sports in order to promote personal health and fitness.
- The student will apply safety practices in order to participate in individual sports.
- The student will apply effective time management strategies in order to participate in individual sports.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness in order to determine fitness level.
- The student will assess and analyze individual muscular strength and muscular endurance in order to determine fitness level.
- The student will assess and analyze individual flexibility in order to determine fitness level.
- The student will assess and analyze individual body composition in order to determine fitness level.
- The student will develop relationships in order to maintain a sense of community and a peaceful, healthy environment for all.
- The student will establish and modify personal individual sport participation goals by monitoring progress towards personal achievement.
- The student will develop safety procedures in order to guide a class in a variety of individual sports.

## **Physical Education Elective Courses**

### **Team Sports**

Previously learned concepts and skills from the required high school physical education course, *Fitness Foundations/Fitness Mastery*, provide the foundation for the team sports elective. Selecting the team sports elective means the student will be placing emphasis on personal improvement of sport-specific movement patterns, strategies, and rules. Although skill-related components of physical fitness are emphasized in this course, opportunities will be provided for the student to work on their personal fitness plan that includes the enhancement of all health-related components of fitness. Skill competencies, participation in team sports, and achievement of fitness levels are individual and students within a class will be performing at varying levels of competency.

#### **Content**

- Health and skill-related components of fitness.
- Practice and heredity as factors in improving skill techniques.
- Basic skill techniques for specific team sports.
- Basic strategies and safety requirements specific to team sports.
- Benefits of participation in team sports.
- Principles of warm-up and cool down prior to participation.
- Vocabulary and appropriate sport etiquette related to team sports.
- Basic safety procedures.

#### **Skills**

- Demonstrate proper execution of skills and strategies in drill and game situations.
- Develop and maintain written records while performing personal fitness plans.
- Identify team sports suitable for personal leisure.
- Design a personal fitness program.
- Participate in team sports.

#### **AIM Objectives**

- The student will apply fundamental movement skills in order to participate in a variety of team sports.
- The student will analyze and demonstrate tactical game problems (scoring and preventing scoring) by using on-the-ball and off-the-ball movements in team sports.
- The student will analyze the difference between closed and open skills in order to apply the skills in team sports setting.
- The student will analyze muscle characteristics while participating in team sports in order to determine the influence on force production.
- The student will analyze how a projectile's performance, accuracy, distance, and trajectory can be altered by applying basic biomechanical principles in order to distinguish how force is effectively applied to projectiles in team sports.
- The student will analyze biomechanical concepts in order to determine the importance for safe participation in team sports.

- The student will develop and implement an appropriate practice plan in order to improve skill proficiency in team sports.
- The student will assess and adapt components of the F.I.T.T. principle in order to adjust levels of physical activity in team sports' activities.
- The student will evaluate the benefits of physical activity in team sports in order to determine the affect on the body systems.
- The student will explain the benefits of team sports activities in order to promote personal health and fitness.
- The student will evaluate the relationship between nutrition and team sports in order to promote personal health and fitness.
- The student will apply safety practices in order to participate in team sports.
- The student will apply effective time management strategies in order to participate in team sports.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness in order to determine fitness level.
- The student will assess and analyze individual muscular strength and muscular endurance in order to determine fitness level.
- The student will assess and analyze individual flexibility in order to determine fitness level.
- The student will assess and analyze individual body composition in order to determine fitness level.
- The student will develop relationships in order to maintain a sense of community and a peaceful, healthy environment for all.
- The student will establish and modify personal team sport participation goals by monitoring progress towards personal achievement.
- The student will develop safety procedures in order to guide a class in a variety of team sports.

## **Physical Education Elective Courses**

### **Weight Training**

Previously learned skills from the required physical education course, *Fitness Foundation/Fitness Mastery*, provide the foundation for the *Weight Training* elective course. Selecting this course means the students will be placing emphasis on personal improvement of muscular strength and/or muscular endurance. Opportunities will be provided for the students to work on a personal fitness plan that includes the enhancement of all health-related components of fitness. Understanding fitness concepts and achieving fitness levels are individual and students within a class will be performing at varying levels of competency.

#### **Content**

- Health and skill-related components of fitness.
- Principles of training.
- General safety procedures.
- Proper weight training/lifting techniques.
- Proper safety techniques when lifting and spotting.
- Benefits of participation in physical activity.
- Benefits of participation in weight training.
- Principles of warm-up and cool down prior.
- Vocabulary and appropriate etiquette related to weight training.
- Components of different weight training methods (circuit, sets, high intensity training).

#### **Skills**

- Demonstrate and identify proper weight lifting techniques.
- Perform activities that will give a personal assessment of major muscle groups to muscular strength/endurance.
- Set personal goals for enhancing muscular strength/endurance through weight training.
- Design and implement a personal weight training program which enhances their personal fitness plan.
- Develop and maintain written records while performing an individualized weight training program.
- Identify weight training programs suitable for personal leisure.

#### **AIM Objectives**

- The student will apply fundamental movement skills in order to participate in a variety of weight training activities.
- The student will analyze muscle characteristics while participating in weight training activities in order to determine the influence on force production.
- The student will analyze how a projectile's performance, accuracy, distance, and trajectory can be altered by applying basic biomechanical principles in order to distinguish how force is effectively applied in weight training activities.

- The student will analyze biomechanical concepts in order to determine the importance for safe participation in weight training activities.
- The student will develop and implement an appropriate practice plan in order to improve skill proficiency in weight training activities.
- The student will assess and adapt components of the F.I.T.T. principle in order to adjust levels of physical activity in weight training activities.
- The student will evaluate the benefits of physical activity in weight training activities in order to determine the affect on the body systems.
- The student will explain the benefits of weight training activities in order to promote personal health and fitness.
- The student will evaluate the relationship between nutrition and weight training activities in order to promote personal health and fitness.
- The student will apply safety practices in order to participate in weight training activities.
- The student will apply effective time management strategies in order to participate in weight training activities.
- The student will assess and analyze individual aerobic capacity/cardiorespiratory fitness in order to determine fitness level.
- The student will assess and analyze individual muscular strength and muscular endurance in order to determine fitness level.
- The student will assess and analyze individual flexibility in order to determine fitness level.
- The student will assess and analyze individual body composition in order to determine fitness level.
- The student will develop relationships in order to maintain a sense of community and a peaceful, healthy environment for all.
- The student will establish and modify weight training participation goals by monitoring progress towards personal achievement.
- The student will develop safety procedures in order to minimize injury in weight training activities.

## **Values Education**

Throughout the instructional program in physical education, Values Education is incorporated at all grade levels. These values will be naturally included in activities and discussions:

- Compassion.
- Cooperation.
- Courtesy.
- Equality of opportunity.
- Honesty.
- Human worth and dignity.
- Knowledge.
- Loyalty.
- Respect for the rights of others.
- Responsibility.
- Responsible citizenship.
- Tolerance.

## **Adapted Physical Education**

Through a comprehensive and collaborative approach, all students in Kindergarten through Grade 12, including those with disabilities, will be provided quality physical education instruction as defined in I.D.E.A. and Title 34 – Code of Maryland Regulations. The comprehensive physical education program is adapted to meet the needs of the students through modifications and accommodations. Adapted physical education (APE) is a service, not a setting, and is delivered in the least restrictive environment.

In accordance with the National and State Standards for Physical Education, students are provided opportunities to develop motor skills and physical fitness at their appropriate level within the psychomotor, cognitive, and affective domains. Adapted physical education is a specially designed program, based on identified needs, for students who may not safely or successfully participate in the general physical education program without adaptations.