

<b>Fifth Grade Physical Education Content Standards and Objectives</b>		
<b>Standard 1:</b>	Movement Forms (PE.S.1)	
(PE.S.1)	Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.5.1.01	throw overhand with force and accuracy.	
PE.5.1.02	dribble with hands or feet while evading an opponent (i.e., basketball, soccer).	
PE.5.1.03	strike with an implement using force and accuracy (i.e., bat and softball, racquetball).	
PE.5.1.04	travel in movement and perform simple dance sequences using smooth transitions in speed, level, and direction in time to music.	#63 Tree Factory p.273
PE.5.1.05	perform jump sequences with partner(s) using equipment.	
<b>Standard 2:</b>	Development of Motor Skills	
(PE.S.2)	Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.5.2.01	identify critical elements or components for dribbling with feet, striking with racquets and striking with long-handled implements (e.g., bats, sticks, clubs).	
PE.5.2.02	identify the critical elements or components of simple dance sequences (e.g., time, repetitions, steps).	
PE.5.2.03	employ critical elements or component terminology to provide feedback to others.	
PE.5.2.04	explore appropriate motor skill techniques to independently develop/improve performance.	#25 Birds and Worms p.111 #63 Tree Factory p.273
<b>Standard 3:</b>	Physical Activity (PE.S.3)	
(PE.S.3)	Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.5.3.01	document involvement in physical activities in addition to physical education class (e.g., maintain activity log).	#54 I'd Like to Visit a Place Where... p.236
PE.5.3.02	describe healthful benefits resulting from regular participation in physical activity.	
PE.5.3.03	implement lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading).	#54 I'd Like to Visit a Place Where... p.236

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PE.5.3.04	identify school and community programs that promote lifelong physical activity.	#54 I'd Like to Visit a Place Where... p.236
PE.5.3.05	participate in cooperative team building physical activities.	#25 Birds and Worms p.111
PE.5.3.06	explain the importance of teaming skills.	
<b>Standard 4:</b>	Physical Fitness (PE.S.4)	
(PE.S.4)	Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.5.4.01	perform at the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM.	
PE.5.4.02	demonstrate knowledge of the five fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, flexibility).	
PE.5.4.03	define the components of the F.I.T.T. principle of exercise (i.e. frequency, intensity, time, and type).	
PE.5.4.04	participate in warm-up and cool-down procedures before and after vigorous activities.	
<b>Standard 5:</b>	Responsible Personal and Social Behavior (PE.S.5)	
(PE.S.5)	Students will Identify and apply responsible, personal and social behaviors in physical activity settings.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.5.5.01	participate appropriately with those having different skills and abilities (e.g., share, play fairly).	#63 Tree Factory p.273
PE.5.5.02	respond appropriately in competitive settings regardless of the outcome (e.g., sportsmanship).	
PE.5.5.03	work independently and on task.	
PE.5.5.04	work cooperatively and productively with a partner or small group.	
PE.5.5.05	identify and demonstrate safety procedures for a variety of activities.	

<b>Sixth Grade Physical Education Content Standards and Objectives</b>		
<b>Standard 1:</b>	Movement Forms (PE.S.1)	
(PE.S.1)	Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.6.1.01	perform independently in physical activity and/or exercise to improve skill/fitness.	#63 Tree Factory p.273
PE.6.1.02	perform basic skills necessary to participate in individual, dual, team, and lifetime activities.	
PE.6.1.03	perform lead-up activities that encompass elements of individual, dual, team, and lifetime activities.	
PE.6.1.04	perform social and/or multicultural dances.	
<b>Standard 2:</b>	Development of Motor Skills	
(PE.S.2)	Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.6.2.01	identify proper techniques necessary to perform a variety of movement forms (e.g., catching, running, throwing, striking, kicking).	
PE.6.2.02	perform basic body mechanics necessary to develop new motor skills (e.g., opposite hand-opposite foot, head-up, follow-through).	#63 Tree Factory p.273
<b>Standard 3:</b>	Physical Activity (PE.S.3)	
(PE.S.3)	Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.6.3.01	participate in physical activity in addition to physical education class (e.g., maintain an activity log, activity gram).	#54 I'd Like to Visit a Place Where... p.236
PE.6.3.02	participate in games, sports, dance and outdoor pursuits both in and outside school to improve performance and fitness (e.g., DDR).	#25 Birds and Worms p.111 #68 Name That Tree p.288
PE.6.3.03	identify lifestyle behaviors to increase physical activity (e.g., taking stairs, walk/ride bike to school).	#54 I'd Like to Visit a Place Where... p.236
<b>Standard 4:</b>	Physical Fitness (PE.S.4)	
(PE.S.4)	Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>

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PE.6.4.01	perform at the gender and age-appropriate health-related fitness standards as defined in FITNESSGRAM.	
PE.6.4.02	define the five components of FITNESSGRAM.	
PE.6.4.03	examine the fitness benefits of a variety of physical activities (e.g., stretching, walking).	
PE.6.4.04	describe the necessity of warm-up and cool-down activities.	
PE.6.4.05	practice the F.I.T.T. principle to achieve physical fitness	
<b>Standard 5:</b>	<b>Responsible Personal and Social Behavior (PE.S.5)</b>	
(PE.S.5)	Students will Identify and apply responsible, personal and social behaviors in physical activity settings.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.6.5.01	work cooperatively and productively in a group to accomplish a set goal/task.	#25 Birds and Worms p.111 #63 Tree Factory p.273
PE.6.5.02	make appropriate decisions when applying rules, procedures, etiquette, and safety.	
PE.6.5.03	practice behaviors that are supportive and inclusive in physical activity.	#25. Birds and Worms p.111

<b>Seventh Grade Physical Education Content Standards and Objectives</b>		
<b>Standard 1:</b>	Movement Forms (PE.S.1)	
(PE.S.1)	Students will: demonstrate movement patterns and motor skills needed to perform a variety of physical activities.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.7.1.01	participate in a variety of modified individual, dual and team sports.	
PE.7.1.02	participate in a variety of non-competitive individual, dual and team activities.	
PE.7.1.03	create and perform a simple dance sequence in time to music.	
<b>Standard 2:</b>	Development of Motor Skills	
(PE.S.2)	Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.7.2.01	analyze and demonstrate the basic skills necessary to participate in movement forms (e.g., eye-hand, eye-foot coordination).	#25 Birds and Worms p.111 #63 Tree Factory p.273
PE.7.2.02	reflect knowledge of rules and terminology necessary to participate in movement forms.	#63 Tree Factory p.273
PE.7.2.03	utilize appropriate practice plans to independently improve performance (e.g., rubric, checklist).	
<b>Standard 3:</b>	Physical Activity (PE.S.3)	
(PE.S.3)	Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.7.3.01	participate in physical activity available in their community and state (e.g., bicycling, golfing, white water rafting, kayaking, hunting, fishing, skiing, mountain biking, hiking, rock climbing).	#54 I'd Like to Visit a Place Where... p.236
PE.7.3.02	research economic impact on regional resources relating to physical activity (e.g., internet search)	
PE.7.3.03	participate in physical activities both in and outside of school (e.g., physical education class, intramurals, recreation leagues).	#25 Birds and Worms p.111 #54 I'd Like to Visit a Place Where... p.236
<b>Standard 4:</b>	Physical Fitness (PE.S.4)	
(PE.S.4)	Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	

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Objectives	Students will	PLT Activity and Page
PE.7.4.01	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM.	
PE.7.4.02	examine health-related fitness of FITNESSGRAM components (e.g., body composition, muscular strength, muscular endurance, cardiovascular endurance, and flexibility).	
PE.7.4.03	Identify personal fitness needs and participate in physical activities to improve specified fitness components (e.g., strength, flexibility and body composition).	
PE.7.4.04	explain the principles of progression and overload (e.g., gradual increase in F.I.T.T.).	
<b>Standard 5:</b>	<b>Responsible Personal and Social Behavior (PE.S.5)</b>	
(PE.S.5)	Students will identify and apply responsible, personal and social behaviors in physical activity settings.	
Objectives	Students will	PLT Activity and Page
PE.7.5.01	demonstrate cooperative team building skills appropriate for physical activity (e.g., equal opportunity for participation).	#25 Birds and Worms p.111 #68 Name That Tree p.288
PE.7.5.02	demonstrate appropriate conflict resolution skills (e.g., peer mediation).	
PE.7.5.03	demonstrate knowledge of rules, etiquette and safety while participating in various physical activities (e.g. sportsmanship, fair play).	
PE.7.5.04	practice decision-making and communication skills while participating in physical activity.	#68 Name That Tree p.288

<b>Eighth Grade Physical Education Content Standards and Objectives</b>			
<b>Standard:1</b> Movement Forms (PE.S.1)			
(PE.S.1) Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities.			
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>	
PE.8.1.01	utilize basic offensive and defensive strategy while participating in individual, dual, and team sports (e.g., lead-up games/activities).	#25 Birds and Worms #68 Name That Tree	p.111 p.288
PE.8.1.02	implement basic techniques and safety procedures while participating in non-competitive lifetime physical activity (e.g., use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bicycle).		
PE.8.1.03	perform a variety of dances (e.g., square, line and social).		
<b>Standard 2:</b> Development of Motor Skills			
(PE.S.2) Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.			
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>	
PE.8.2.01	demonstrate various motor skills that increase physical activity participation and performance	#25 Birds and Worms #68 Name That Tree	p.111 p.288
PE.8.2.02	identify characteristics of skilled performance (e.g., rubric, self/peer assessment).		
<b>Standard 3:</b> Physical Activity (PE.S.3)			
(PE.S.3) Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.			
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>	
PE.8.3.01	explain the benefits of physical activity (e.g., heart health, weight control).	#54 I'd Like to Visit a Place Where...	p.236
PE.8.3.02	develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).	#54 I'd Like to Visit a Place Where...	p.236
<b>Standard:4</b> Physical Fitness (PE.S.4)			
(PE.S.4) Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.			
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>	
PE.8.4.01	perform at gender and age-appropriate health-related fitness standards defined in FITNESSGRAM.		

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PE.8.4.02	apply knowledge of progression and overload (e.g., gradual increase in F.I.T.T.) in the development of a personal fitness program.	
PE.8.4.03	assess personal fitness related to the five components of fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility) and participate in activities to improve specific fitness components.	
<b>Standard: 5</b>	<b>Responsible Personal and Social Behavior (PE.S.5)</b>	
(PE.S.5)	Students will identify and apply responsible, personal and social behaviors in physical activity settings.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
PE.8.5.01	demonstrate appropriate, responsible behaviors in physical activity settings including proper rules, etiquette and safety (e.g., sportsmanship, fair play, use of safety equipment-goggles, helmets).	#25 Birds and Worms p.111 #68 Name That Tree p.288
PE.8.5.02	discuss situations that may lead to conflict and practice mediation skills (e.g., compromise, "I" messages).	
PE.8.5.03	recognize the affect peer pressure has on physical activity participation and performance.	#54 I'd Like to Visit a Place Where... p.236