

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
SEPTEMBER 2006**

PHYSICAL EDUCATION STANDARDS 5-6

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE

Building upon knowledge and skills gained in preceding grade, by the end of grade 6, students will:

A. Movement Skills	MP1	MP2	MP3	MP4
1. Demonstrate developmentally appropriate form when using movement skills in applied settings.				
2. Demonstrate the use of force and motion to impact the quality of physical movement.				
3. Employ the principles of space, effort, and relationships to modify movement.				
4. Modify movement in response to dynamic, interactive environments.				
5. Use visual and verbal cues to improve performance during a physical activity.				
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.				
7. Apply a learned skill to another movement setting.				
8. Perform planned movement sequences based on a theme using rhythm or music.				
B. Movement Concepts				
1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.				
2. Discuss how the principles of force and motion impact the quality of movement.				
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.				
4. Describe how to refine and increase control when performing movement skills.				
5. Discuss how to modify movement in response to dynamic, interactive environments.				
6. Analyze how a movement skill can be transferred to another movement setting.				
7. Discuss how practice, regular participation, and appropriate feedback improve performance.				
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.				
C. Strategy				
1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.				
D. Sportsmanship, Rules and Safety				
1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.				
2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.				
3. Select, use, and care for equipment used during physical activity.				
E. Sport Psychology				
1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.				

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PHYSICAL EDUCATION STANDARDS 5-6

STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Building upon knowledge and skills gained in preceding grade, by the end of grade 6, students will:

A. Fitness and Physical Activity	MP1	MP2	MP3	MP4
1. Describe the physical, social and emotional benefits of regular physical activity.				
2. Differentiate among activities that improve skill fitness versus health-related fitness.				
3. Describe how body systems adapt over time to regular physical activity.				
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.				
5. Investigate technological advances that impact physical activity and fitness.				
6. Describe the relationship between physical activity, healthy eating, and body composition.				
B. Training				
1. Discuss the relationship between practice, training and injury prevention.				
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.				
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.				
4. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.				
C. Achieving and Assessing Fitness				
1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.				
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.				
3. Monitor physiological indicators before, during, and after exercise.				
4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.				
5. Demonstrate age and gender specific progress toward improving each component of fitness.				