

# ***Priority Academic Student Skills***

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## **PHYSICAL EDUCATION**

### **OVERVIEW**

The overall goal of Oklahoma's *Priority Academic Student Skills (PASS)* for Physical Education is to promote the health and well-being of each student and guide them toward becoming physically active for life.

According to the National Association for Sport and Physical Education (NASPE), a physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activity and its contribution to a healthy lifestyle.

The *Priority Academic Student Skills (PASS)* are categorized under three major areas: Motor Skill and Lifetime Activity Development; Health-Enhancing Activity Development; and Personal and Social Skill Development. It is important to realize some skills are repeated because of the need for emphasizing those skills. Skills have been selected and placed under major headings to demonstrate the appropriateness of what is expected at the various grade levels.

### **PRE-KINDERGARTEN - KINDERGARTEN**

#### **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

##### **LARGE MOTOR SKILL DEVELOPMENT**

**Standard 1: The student will participate in activities that involve large motor skills.**

1. Demonstrate basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).
2. Demonstrate nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
3. Combine various movement patterns to music, but not necessarily in time.
4. Kick a slowly rolling ball.
5. Balance on one foot for approximately five seconds.
6. Walk and balance on a four-inch line or balance beam.
7. Coordinate large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, catching, and tossing).

##### **SMALL MOTOR SKILL DEVELOPMENT**

**Standard 2: The student will participate in activities that involve small motor skills.**

1. Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, fingerpaint, scissors, glue, and a variety of puzzles.

## ***Priority Academic Student Skills***

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2. Hold and use pencils, crayons, and markers using thumb and two fingers.

### **HEALTH ACTIVITY DEVELOPMENT**

**Standard 3: The student will participate in health-enhancing activities for the development of lifetime health and fitness.**

1. Associate physical activity with the benefit of maintaining fitness and personal well-being.
2. Experience sustained moderate physical activity for short periods of time.

### **SOCIAL SKILLS**

Social skills include interacting with others, work habits and self-help skills. To develop these skills, children need daily opportunities to choose activities and materials.

**Standard 4: The student will participate in activities to develop the skills necessary for interacting with others and caring for oneself.**

# *Priority Academic Student Skills*

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## GLOSSARY

**aerobic** - the metabolic function in which oxygen is used to produce energy. Aerobic training conditions the cardiorespiratory and muscular skeletal system.

**authentic assessment** - assessing the student in the actual or natural setting in which the skill is performed.

**ballistic** - bouncing type movements, as in bouncing a stretch which is not recommended.

**biomechanical principles** - the principles of human movement.

**body composition** - the ratio of lean body mass (bone, muscle, organs) to body fat.

**cardiovascular endurance** - a measure of the heart's ability to pump oxygen-rich blood to the working muscles during exercise, and the muscle's ability to take up and use the delivered oxygen to produce the energy needed to continue exercising.

**combatives** - activities that allow students the opportunity to match physical strength, skill, and agility against other students.

**cooperation** - the ability to work with others in pursuit of a mutual goal.

**creative movement** - allowing students to express feelings, ideas, emotions, and creativity through rhythmical movement.

**flexibility** - the ability of a joint to move freely through a full range of motion.

**health-related fitness** - fitness components (i.e., muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance).

**healthy lifestyle** - health-related behaviors over which the individual has personal decision-making control, including proper diet, adequate exercise, and appropriate rest which promotes both physical and emotional well-being.

**locomotor skills** - skills used to move from one place to another or to raise the center of gravity (i.e., walking, running, sliding, skipping, galloping, jumping, hopping).

**manipulative skills** - skills such as catching, throwing, kicking, striking that involve the handling of an object or objects.

**motor skills** - movement skills classified as locomotor, nonlocomotor, rhythmical and manipulative.

**muscular endurance** - the ability of a muscle or muscle group to apply force repeatedly or to sustain a contraction for a period of time.

**muscular strength** - the ability of a muscle or muscle group to exert force against a resistance.

**nonlocomotor skills** - movement in place or around the axis of the body such as bending, twisting, swaying, or raising and lowering of body parts.

## *Priority Academic Student Skills*

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**physically educated** - a person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates regularly in physical activity; knows the implications of and the benefits from involvement in physical activities; and values physical activity and its contribution to a healthful lifestyle.

**principle of specificity** - choosing specific exercises for the development of specific components of physical fitness (e.g., jogging for improving cardiorespiratory fitness, push-ups for strengthening the chest and triceps).

**recovery heart rate** - the heart rate measured at certain intervals after exercise, most often at one, three, and five minutes after completion.

**schottische** - a folk dance step; three steps and a hop (right, left, right - hop; repeat left).

**static** - stationary; in reference to muscle contractions no movement takes place.

**target heart rate** - the heart rate range which corresponds to an exercise intensity sufficient to improve health-related physical fitness.