

# ***Moving Into The Future***

## **National Standards for Physical Education**

*A Guide to Content and Assessment*



Developed by the  
National Association for Sport and Physical Education

ARIZONA BOOKSTORE

USED

G8-65

# **Moving Into the Future**

## **National Physical Education Standards: A Guide to Content and Assessment**



**National  
Association  
for Sport &  
Physical Education**

Developed by the  
National Association for Sport and Physical Education

**Mc  
Graw  
Hill** **WCB  
McGraw-Hill**

Boston, Massachusetts Burr Ridge, Illinois Dubuque, Iowa  
Madison, Wisconsin New York, New York San Francisco, California St. Louis, Missouri



**National  
Association  
for Sport &  
Physical Education**

Copyright © 1995 by  
The National Association for Sport and Physical Education  
1900 Association Drive, Reston, Virginia 22091  
All rights reserved.

NASPE is an association of the  
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

***WCB/McGraw-Hill***

*A Division of The McGraw-Hill Companies*

Designed by Steve Reardon

International Standard Book Number: **0-8151-7338-5**

## National Association for Sport and Physical Education Standards and Assessment Task Force

**Judith Rink**, *Professor of Physical Education, University of South Carolina - Chairperson*  
**Charles Dotson**, *Professor of Physical Education, University of Maryland*  
**Marian Franck**, *Physical Education Specialist, Lancaster, Pennsylvania*  
**Larry Hensley**, *Professor of Physical Education, University of Northern Iowa*  
**Shirley Holt-Hale**, *Physical Education Specialist, Oak Ridge, Tennessee*  
**Jacalyn Lund**, *Professor Physical Education, University of Louisville*  
**Greg Payne**, *Professor of Physical Education, San Jose State University*  
**Terry Wood**, *Professor of Physical Education, Oregon State University*

### Staff:

**Charlene R. Burgeson**, *Program Administrator*  
**Judith C. Young**, *Executive Director*

### About the cover...

The figure on the cover is a solid geometric shape called an icosahedron. It has 20 sides and provides a basis for the symbolic representation of human movement, called labanotation. The human figure inside the icosahedron demonstrates that the motion of a person can be described by using the planes of the shape as reference points in describing range, direction, quality and form of physical movement. This symbolic description allows the recording of movement patterns so that they may be repeated later or learned by multiple performers. We have based the design of this book on the icosahedron because such recording of movement in order to reproduce performance is especially important in sports such as dance, figure skating, gymnastics, diving and synchronized swimming, but could also be used to describe **any** movement.

## Preface

The National Association for Sport and Physical Education appointed the Outcomes Committee to answer the question “What should students know and be able to do?” The “Outcomes Project” culminated in the development of a definition of the physically educated person. This definition included five major focus areas, specifying that a physically educated person:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

This definition was expanded to twenty outcome statements and then further expanded into sample benchmarks for selected grade levels. The work of this committee resulted in the publication of the *Outcomes of Quality Physical Education Programs* (1992). Following this publication, the Standards and Assessment Task Force was appointed to develop content standards and assessment material based on the outcomes document.

The work of the task force, which began in the Spring of 1992, reflects the national education reform movements, particularly with the efforts to establish national content standards for each of the areas of the school curriculum. This movement to clarify and establish important educational goals has provided the impetus and direction for much of the work of the Physical Education Standards and Assessment Task Force. To make the materials for physical education parallel to the materials being developed by other content areas, the identification of “content standards” and the further clarification of the content in physical education were undertaken before the issue of assessment was addressed. The “content standards” and accompanying assessment guidelines have been designed to expand and compliment, not replace, the physical education outcomes document.

This document is the result of a purposeful process of consensus-building that has included a variety of efforts designed to obtain a broad range of expertise and reaction. This work includes the input of many NASPE members and structures (i.e., Council on Physical Education for Children, Middle and Secondary School Physical Education Council, Curriculum and Instruction Academy). The process has also included presentations at both the 1993 and 1994 national AAHPERD conventions, presentations at each of the six district AAHPERD conventions, many state AAHPERD meetings, a review by selected leaders in the physical education profession, as well as consultation with educational representatives from other subject areas (mathematics, arts, science) and educational organizations (Council of Chief State School Officers, Principal’s Association, Association of Colleges of Teacher Education).

Although this document is based on input from hundreds of physical education professionals throughout the country, the most important contributions to the preparation of this document come from the members of the Standards and Assessment Task Force. These individuals bring a diversity of expertise to the development of the physical education standards and include both elementary and secondary physical education teachers, authorities in curriculum and pedagogy, as well as measurement and evaluation specialists. Some are experienced authors, others are innovative researchers and teachers, and all are involved in activities that keep them on the “cutting-edge” of physical education.

# Introduction

## Standards and Educational Reform

Will our children be ready to meet the demands of the 21st century? What do children need to know and be able to do in order to prepare for their futures? These questions and others have prompted parents, educators, business leaders, and politicians to take a hard look at the education system in America. As a result, American education is undergoing an unprecedented reform in an effort to ensure that graduates will be prepared to take their place in society and be able to compete in a global economy. Educational reform received support at the highest levels of government when the President and the nation's governors met at an historic Education Summit in 1989. This led to the announcement of education goals for the nation and the establishment of the National Education Goals Panel to measure progress towards these goals. Emerging from these efforts has been a movement to establish nationwide education standards. The national standards movement does not approach the task of educational reform through the establishment of a national curriculum or a predetermined course of study, rather they speak of competencies, defining *what a student should know and be able to do*. This represents a new way of thinking, a paradigm shift, about American students. The expectation is that students in every school should be able to reach these standards with adequate support and sustained effort. With the passage of *Goals 2000: Educate America Act* in March 1994, educational standards were written into federal law. Title II of the Act addressed the issue of standards. It establishes a National Education Standards Improvement Council (NESIC), which has, among its other responsibilities, the job of working with appropriate organizations to determine the criteria for certifying voluntary content standards, with three objectives in mind: (1) to ensure that the standards are internationally competitive, (2) to ensure they reflect the best knowledge about teaching and learning, and (3) to ensure they have been developed through a broad-based, open adoption process. In effect, standards have become the cornerstone of the educational reform movement.

The emerging framework suggests two kinds of education standards: content and performance standards. Discovering that there is not clear agreement on definitions of these types of standards, the Technical Planning Group of the National Education Goals Panel sought to provide specific descriptions of each type of standard.

**Content Standards.** Content standards specify “what students should know and be able to do.” They include the knowledge and skills—the ways of thinking, communicating, reasoning, and investigating, and the most important enduring ideas, concepts, issues, dilemmas, and information that characterize each discipline. In effect, they involve the knowledge and skills essential to a discipline that students are expected to learn.

**Performance Standards.** Performance standards specify “how good is good enough.” They indicate the levels of achievement that students are expected to attain in the content standards. A performance standard indicates both the nature of the evidence (such as an essay, mathematical proof, scientific experiment, project, exam, or combination of these) required to demonstrate that a content standard has been met and the quality of student performance that is deemed acceptable. Performance standards are inextricably tied to issues of assessment.

The report of the Technical Planning Group notes that such performance standards linked to content standards are not yet available. Professional organizations developing standards are concentrating their efforts on specifying what students should know and be able to do. It is recommended that content standards be developed to include examples of possible assessment activities and the specification of the nature of the evidence proposed as necessary to show that the content standards are met. The specification of performance standards could then be part of a process whereby assessments of student work (performance) regularly collected over time would be part of the bases for establishing performance levels. Finally, the term, **performance benchmark**, is used to describe behavior that indicates progress toward a performance standard.



## The New Vision of Assessment

Standards-based reform seeks to establish clear, attainable standards at internationally competitive levels for all students throughout America. Because the standards are consensus statements about what a student should “know and be able to do,” they provide a basis for student assessment, and for evaluating programs, at national, state, and local levels. Assessment is the process of gathering evidence about a student’s level of achievement in a specified subject area and of making inferences based on that evidence for a variety of purposes. Educators must be able to assess individual achievement, otherwise, it will be impossible to know whether the standards are being reached. Whereas a broad range of assessment techniques (measures) could well be used to determine whether a given standard is being met, such assessment should (1) reflect the subject content that is most important for students to learn, (2) enhance learning through a connection with instruction, (3) provide consistent (reliable) evidence of student performance, and (4) yield valid inferences about student learning. In effect, assessment serves to undergird the standards movement. It is the “glue” that holds the standards framework together.

A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an “academically soft” area of study. The standards essentially say that physical education has academic standing. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education. They affirm that discipline and rigor are essential to achievement. And they further state that all behaviors associated with physical education can in some way be measured—if not always on a numerical scale, then by informed critical judgment.

At a time in which greater demands are likely to be placed on assessment than any time in the history of American education, there is growing dissatisfaction with the traditional forms of assessment, whether it is the use of multiple-choice, machine-scored tests or the use of standardized sport skill of physical fitness tests. Although many physical education teachers use a variety of tests, and there are hundreds of tests to choose from, to measure attributes such as physical fitness or sport skill competency, they frequently feel dissatisfied with what these tests reflect. They know that students are learning, yet the use of these tests don’t seem to facilitate learning nor provide a very good indicator of what was learned. Furthermore, many of the available techniques and tests are impractical to use in the typical physical education class setting and are not conducive to enhancing instruction. Perhaps no other element of the instructional process is so often abused as the assessment process.

Amid the dissatisfaction and controversy over assessment procedures, the reform movement in education includes changing assessment to a program that is more fully integrated with the teaching process and provides meaningful information about student learning and achievement. The transformation of assessment programs, especially the day-to-day teacher initiated assessment, is toward performance-based assessments that focus on high-priority objectives and significant outcomes for students. Such performance assessment usually refers to assessment tasks in which students demonstrate skills and competencies rather than selecting one of several predetermined answers to an exercise. Furthermore, assessments that are “authentic” in nature, that is, designed to take place in a real-life setting rather than in an artificial or contrived setting, are being advocated. While this movement towards authentic assessment is being heralded as innovative, in reality many of these assessment techniques have been used in physical education for years. The very nature of the content of physical education frequently manifests itself in directly observable behavior. As a result, observational analysis and subjective methods of assessment have frequently used by physical education teachers. The current interest in performance-based authentic assessment seems to provide legitimacy to many of these methods.

Although the assessment process may be utilized by teachers and school officials for many discrete tasks, too often assessment is seen solely for the purpose of determining a student grade. To narrowly identify grading as the singular purpose of assessment is a significant factor contributing to inappropriate assessment practices and poor instruction in general. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning. The assessment model therefore becomes formative in nature, placing teachers’ professional judgments at the center of the process. The process itself may be more informal, practical, and expedient, as well as more relaxed in terms of psychometric standards. It is within this context that the various assessment options presented herein have been developed.

For all students to become physically educated, assessment practices must support the instruction of physical education and the learning of each student. This is the primary goal of assessment in school physical education. When done equitably, assessment of student progress will further learning. Assessment should be a dynamic process that continuously yields information about student progress toward the achievement of the content standards in physical education. The process of gathering evidence to make inferences about student learning communicates to students and all of those concerned with their learning what is valued in physical education and how students are progressing toward specific goals. When the information gathered is consistent with learning goals and is used appropriately to guide teaching, it can enhance learning as well as document it. Unless we embrace a new philosophy of assessment and implement new assessment activities geared to high-priority objectives, physical education will fall short of achieving new visions of excellence as sought in educational reform.

### The Standards

The purpose of this document is to:

- establish **content standards** for the physical education school program that clearly identify consensus statements related to what a student should know and be able to do as a result of a quality physical education program, and,
- establish teacher-friendly **guidelines for assessment** of the content standards that are consistent with instructionally integrated orientations the role of assessment in the teaching/learning process.

The development of the content standards and accompanying assessment guide was most influenced by (a) the previous work of the NASPE Outcomes Committee, (b) the national standards movement in educational reform, and (c) the newer vision of the role of assessment in the teaching/learning process.

A general description of each content standard is first presented, followed by presentation of the standards according to grade level: K, 2, 4, 6, 8, 10, and 12. Since the primary users of the standards will be teachers and educational administrators, the standards are presented according to grade level, a format being followed by other subject areas. Within each grade level, the standard is further defined, followed by a listing of the key points of emphasis for that grade level. Sample performance benchmarks, which describe developmentally appropriate behaviors representative of progress toward achieving the standard, are also presented. Lastly, a variety of assessment techniques appropriate for assessing student achievement of the specified content standard is described. This includes specific examples of selected assessment options accompanied by illustrative criteria recommended for the assessment technique described. The assessment examples provided herein are just that, examples; they are not meant to be a comprehensive listing of available assessment techniques, nor are they meant to be the “best” assessment techniques to be used in all situations. The examples provided are illustrative of numerous performance assessments and authentic assessments that may be used to make inferences about student learning.



# Contents

<b>Preface</b>	<b>v</b>
<b>Introduction</b>	<b>vi</b>
<b>Content Standards in Physical Education</b>	<b>1</b>
<b>General Description of Standards</b>	<b>2</b>
<b>Kindergarten</b>	<b>5</b>
<b>Second Grade</b>	<b>17</b>
<b>Fourth Grade</b>	<b>31</b>
<b>Sixth Grade</b>	<b>45</b>
<b>Eighth Grade</b>	<b>61</b>
<b>Tenth Grade</b>	<b>75</b>
<b>Twelfth Grade</b>	<b>89</b>
<b>Appendix A</b>	<b>103</b>
<b>Appendix B</b>	<b>125</b>



# Content Standards in Physical Education

*A physically educated person:*

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.





# General Description of Standards

## 1. Demonstrates competency in many movement forms and proficiency in a few movement forms

The intent of this standard is the development of movement competence and proficiency. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

## 2. Applies movement concepts and principles to the learning and development of motor skills

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. During the lower elementary years emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years an emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the student should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

## 3. Exhibits a physically active lifestyle

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education





class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them. Young children should learn to enjoy physical activity. They should participate in developmentally appropriate activities that help them develop movement competence and they should be encouraged to participate in vigorous and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being; and a comprehensive perspective on the meaning of the idea of a healthy lifestyle.

#### **4. Achieves and maintains a health-enhancing level of physical fitness**

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standards for all children at a given grade level. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. The student thus should have both the ability and willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle.

#### **5. Demonstrates responsible personal and social behavior in physical activity settings**

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, students learn to work independently, with a partner, and in small groups. In the middle school, students identify the purposes for rules and procedures and become involved in decision making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings.

#### **6. Demonstrates understanding and respect for differences among people in physical activity settings**

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences



include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

## **7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction**

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.



# Kindergarten







## Kindergarten

### 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

In most fundamental patterns (e.g., catching, jumping, striking) students are evolving from varying levels of maturity and should be developing the ability to control the use of a pattern. In most fundamental patterns and basic movement skills (e.g., weight bearing, turning, twisting) students can be expected to demonstrate continuous progress toward mature status in the simplest of conditions (e.g., tossing a ball to a close stationary target, jumping down from a low box, taking weight momentarily on hands and landing softly, walking in different directions to the beat of a clear even rhythm). Most kindergarten students can be expected to achieve maturity in walking and running by the end of the school year.

The emphasis for the kindergarten student will be to:

- Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills.
- Demonstrate mature form in walking and running.

#### Sample Benchmarks:

1. Travels in forward and sideways directions using a variety of locomotor (non-locomotor) patterns and changes direction quickly in response to a signal.
2. Demonstrates clear contrasts between slow and fast movement while traveling.
3. Walks and runs using mature form.
4. Rolls sideways without hesitating or stopping.
5. Tosses a ball and catches it before it bounces twice.
6. Kicks a stationary ball using a smooth continuous running step.
7. Maintains momentary stillness bearing weight on a variety of body parts.

#### Assessment Examples:

1. Teacher observation - observational record

The student will be asked to travel through general space with a steady run, and upon a designated signal, perform the next locomotor action announced by the teacher (e.g., walk, hop, gallop). Upon observing the student's performance, the teacher marks on a checklist mastery of the various critical elements (e.g., arm swing, balance, foot placement).

#### Criteria for Assessment:

- a. Demonstrates selected critical elements of locomotor skills
- b. Responds with correct locomotor skill as named by teacher



## 2. Written test

Students are provided a drawing of an underhand and an overhand throwing pattern and asked to circle the overhand throwing pattern.

Students are provided a drawing of different pathways—straight, curved, zigzag—and asked to identify the pathway named by the teacher.

Criteria for Assessment:

- a. Correctly identifies the movement pattern or concept

## 3. Event task - observational record

Students will perform a “Dance of Locomotors” in which they travel in different ways through general space. Upon hearing a designated signal from the teacher, students will change to the locomotor pattern named by the teacher. Repeat the dance, but this time upon the signal to change locomotor pattern the students will respond by selecting any locomotor pattern they desire. The teacher should encourage creative modes of travel.

Criteria for Assessment:

- a. Demonstrates a variety of locomotor skills
- b. Identifies and models locomotor movements shown by the teacher
- c. Exhibits correct locomotor skill when the skill is named by the teacher

## 4. Teacher observation - observational record

The teacher uses a checklist to assess the degree to which a class or individual students can identify a “good personal space”; work in “personal space” and move in “general space” during a manipulative lesson.

Criteria for Assessment:

- a. Finds a personal space within general space that provides maximum room to work
- b. Stays in or returns to personal space during lesson
- c. Moves with an awareness of others as well as space available within general space

## **2. Applies movement concepts and principles to the learning and development of motor skills.**

The kindergarten student begins to realize basic cognitive concepts associated with movement and how to use them to guide their performance in games, body management, and dance. For example, the student learns to apply concepts like pathway, level, range, and direction to their locomotor patterns to extend their movement versatility. Through instruction, students can also begin to recognize and apply some characteristics of mature fundamental motor patterns (e.g., taking a step with the leg opposite the



throwing arm, increasing leg flexion in preparation for a jump).

The emphasis for the kindergarten student will be to:

- Identify fundamental movement patterns (skip, strike).
- Establish a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).
- Apply appropriate concepts to performance (e.g., change direction while running).

**Sample Benchmarks:**

1. Walks, runs, hops, and skips, in forward and sideways directions, and changes direction quickly in response to a signal.
2. Identifies and uses a variety of relationships with objects (e.g., over/under, behind, alongside, through).
3. Identifies and begins to utilize the technique employed (leg flexion) to soften the landing in jumping.

**Assessment Examples:**

1. Teacher observation - observational record

Students will play a game of “Follow the Leader” in which the teacher demonstrates a locomotor movement and then observes the students to determine if they can replicate the action as demonstrated. The teacher varies the movement by changing the concept applied on each repetition.

Criteria for Assessment:

- a. Selects proper body parts, skills, and movement concepts
- b. Responds appropriately to a variety of cues

2. Teacher observation - observational record

The students play a game of “Bear Hunt” by performing the actions of a story told by the teacher. A variety of locomotor and nonlocomotor movements should be used. Students should practice the actions before playing the game. The teacher observes the movements of the student for appropriateness of response to the verbal cue.

Criteria for Assessment:

- a. Applies movement concepts while practicing basic movements
- b. Selects proper body parts, skills, and movement concepts
- c. Responds appropriately to a variety of cues