

LOS ANGELES UNIFIED SCHOOL DISTRICT • STUDENT LEARNING STANDARDS • Subject: Physical Education

Upon graduation from the LAUSD, students will be able to: 1. Demonstrate and analyze exercises that improve and maintain flexibility for various stages of life; evaluate exercises to create an individualized flexibility program. A, CP, HE 2. Assess how physiological changes and substances impact muscular strength, muscular endurance, and the body in general. HE, M, S 3. Develop an individualized program to maintain aerobic capacity and cardio-respiratory capacity by assessing factors that affect heart rate; determine resting heart rate, target heart rate, and recovery heart rate. A, HE, M, S 4. Assess the effects of caloric input and exercise on body composition; design a program to maintain or achieve healthy body composition. A, CP, HE, M, S 5. Demonstrate and analyze the skills, rules, and strategies required in performances from <u>two</u> of the following movement forms: team sports, individual or dual sports, rhythms or dance, tumbling or gymnastics, water safety, self-defense sports, relaxation techniques, and outdoor activities; evaluate the characteristics of highly skilled performance in two movement forms; analyze the movement skills of themselves and others. (Human Movement) A 6. Analyze ways in which personal characteristics and activity preferences change over the life cycle; explain how physical activity and career choices may draw upon these characteristics and preferences. (Active Lifestyle) A, CP, HE, S 7. Select, modify, organize, and conduct an activity that is inclusive of students with various skills and physical abilities. (Social/Interactive Skills) CP, LA 8. Participate in at least one activity that is or has been a demonstration sport in the Olympics; analyze the political, economic or societal factors that have influenced the development of national and international sports programs and the selection of Olympic sports. (Historical/Multicultural Knowledge) A, H, LA	Upon completing grade nine in the LAUSD, students will be able to: 9. Set and attain goals to meet age-level standards for flexibility; analyze activities to determine their contribution in improving flexibility. A, HE, M 10. Establish personal goals to meet age-level standards for developing muscular strength and endurance; apply safety guidelines for developing both; assess personal muscular strength and endurance levels for selected muscle groups. HE, M, S 11. Set and attain goals to meet age-level aerobic capacity standards; evaluate the difference between aerobic and anaerobic activities; investigate and utilize community resources that promote aerobic capacity activities. A, HE, H, M, S 12. Create and attain personal goals to meet age-level standards for body composition; appraise the dangers of too much or too little body fat and behaviors and substances that are advertised to alter body fat. CP, HE, M, S 13. Apply basic skills, rules, and strategies in a performance from <u>each</u> of the following movement forms: team sports; individual or dual sports; rhythms or dance; tumbling or gymnastics; water safety; self-defense sports, relaxation techniques, and outdoor activities. (Human Movement) A 14. Analyze the benefits of health, fitness, social interaction, and personal enjoyment from engaging in various physical activities; distinguish the benefits of an ongoing exercise program. (Active Lifestyle) A, HE, S 15. Create and apply rules of fair play, teamwork, and safety for selected activities; provide peer coaching to help other students attain physical education skills and knowledge. (Social/ Interactive Skills) CP, LA 16. Demonstrate physical activities, dances, games or sports from various eras of U.S. History; analyze U.S. historical events (such as the industrial revolution and the advent of technology) that have influenced the development of physical education programs and sports equipment. (Historical/Multicultural Knowledge) A, H, LA	Upon completing grade seven in the LAUSD, students will be able to: 17. Apply appropriate safety principles for improving flexibility (e.g., static rather than ballistic movements) and explain how flexibility relates to muscles, bones, and joints. A, HE, S 18. Apply the F.I.T. (Frequency, Intensity, and Time) principles for improving components of muscular strength and endurance; practice and perform these principles regularly to meet age-level standards. HE, M, S 19. Demonstrate appropriate warm-up, conditioning, and cool down exercises and be able to explain the rationale for each; analyze a record of heart rate before, during, and after vigorous aerobic capacity activities performed to meet age-level standards. A, HE, M, S 20. Develop and apply a plan to meet and maintain a healthy lifestyle working towards an age-appropriate body composition, being sensitive to individual differences. CP, HE, S 21. Combine and adapt locomotor, nonlocomotor, and manipulative activities in rhythms and dance and in stunts, tumbling, gymnastic, and game activities; create basic offensive and defensive strategies in games and sports; explain and demonstrate the benefits of practice of specific movement-related skills. (Human Movement) A, M 22. Establish personal activity goals and demonstrate skill progress in a selected physical activity; create movement sequences that express thoughts or feelings. (Active Lifestyle) A, HE, LA 23. Demonstrate teamwork within a group to solve a movement challenge; teach an activity or skill to other students; provide visual and verbal encouragement to other students during activities to support inclusion. (Social/Interactive Skills). A, CP, A 24. Explain how games and activities from many cultures and historical periods appear in physical education and sports programs today. (Historical/Multicultural Knowledge) A, H, LA	Upon completing grade five in the LAUSD, students will be able to: 25. Demonstrate three exercises for flexibility; set and attain goals to meet age-level standards on a flexibility test; explain why flexibility is important to daily living. A, HE, M, S 26. Demonstrate three exercises for muscular strength and endurance; set and attain goals to meet age-level standards on a muscular strength-and-endurance test; explain why muscular strength and endurance are important to daily living. A, HE, M, S 27. Demonstrate three exercises that improve aerobic capacity; set and attain goals to meet age-level aerobic capacity standards; explain why aerobic capacity is important for daily living. A, HE, M, S 28. Describe the relationship between nutrition and exercise and body composition; identify healthy and unhealthy practices to change body composition. CP, HE, M, S 29. Perform basic locomotor skills, nonlocomotor skills, and object manipulation skills with balance, speed, and accuracy; apply skills in individual and group activities; provide feedback to self or a partner to correct errors in movement patterns. (Human Movement) A 30. Identify opportunities in the school and community for regular physical activity; participate in at least one activity regularly; demonstrate safe use and proper care of equipment. (Active Lifestyle) A, HE 31. Demonstrate sharing and inclusion when forming teams, taking turns with equipment, and interacting positively in small-group games and activities. (Social/Interactive Skills) CP, HE, LA 32. Describe how games and activities from diverse cultures and historical periods of the United States have influenced the physical education activities we participate in today. (Historical/Multicultural Knowledge) A, H, LA
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