

St. John-Endicott Cooperative Schools Physical Education Curriculum Standards

with
Performance Indicators

Program Standards

- Be able to apply physical education to life (understand and appreciate basic physical fitness, be a wise consumer of sports equipment, be able to use behavior which is safe for self and others in all physical activities, and be able to demonstrate proper social, cooperative, and competitive skills).
- Be able to demonstrate knowledge and skills which better enable participation in individual, group and team activities.
- Be able to assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity.
- Be able to demonstrate fundamental swimming and water safety.
- Be able to develop movement through rhythm and dance.
- Be able to demonstrate knowledge and skills which better enable participation in individual and dual sports and recreational activities.
- Possess an awareness and respect for individual differences and for cultural differences through a variety of sports and dances.

Please note: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

Physical Education Standards

Kindergarten

Course Abilities (Should be achieved throughout year.)

1. **Be able to apply physical education to life.**
 - A. Be able to work to be better at physical skills and to be in good shape.
 - B. Be able to play safely and by the rules.
 - C. Be able to demonstrate basic sportsmanship skills, encourage others, and show social skills.
 - D. Know why we practice.
 - E. Be able to take care of sports equipment.

Course Content

2. **Be able to balance on one foot, hop, skip, and do the standing broad jump [locomotor skill].**
3. **Be able to move a part of your body when told to do so [perceptual motor proficiency].**
 - A. Know the names of parts of the body.
 - B. Be able to move the parts of the body in the way you are told to.
4. **Be able to move to a rhythm.**
 - A. Be able to move in line and do circle games to a rhythm.
 - B. Be able to move balls, scarves, sticks, and other things to a rhythm.
 - C. Be able to hop, skip, walk, and run to a rhythm.
 - D. Be able to move body parts to a rhythm.
 - E. Be able to make up your own ways to move to a rhythm.

Physical Education Standards

First Grade

Course Abilities (Should be achieved throughout year.)

1. **Be able to apply physical education to life.**
 - A. Be able to work to be better at physical skills and to be in good shape.
 - B. Be able to play safely and by the rules.
 - C. Be able to demonstrate sportsmanship skills, encourage others, and show social skills.
 - D. Know why we practice.
 - E. Be able to take care of sports equipment.
 - F. Be able to work with a partner.

Course Content

2. **Be able to move easily in many ways [balance, flexibility, and agility].**
 - A. Be able to walk, leap, gallop, run, hop, skip, and jump when told to [motor skills].
 - B. Be able to bend, twist, stretch, turn, and sway when told to [nonlocomotor skills].
 - C. Be able to balance on one foot for 15 seconds.
3. **Be able to move more than one part of your body or your whole body in many ways [perceptual motor proficiency].**
 - A. Know the names of parts of the body and be able to move each when told to do so.
 - B. Be able to move the parts of the body in the way you are told to [integrate unilateral and cross-lateral movements].
 - C. Be able to move sideways, change directions, and move around as told to.
4. **Be able to catch, throw, roll, bounce, bat, and kick balls [show eye-hand and eye-foot coordination].**
 - A. Be able to catch many different balls.
 - B. Be able to throw many different balls.
 - C. Be able to roll a ball at a target.
 - D. Be able to bounce a ball with both hands.
 - E. Be able to bat a volleyball with your fist and your hand.
 - F. Be able to kick a stationary ball.
5. **Be able to get stronger and better at moving. [Increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.]**
 - A. Be able to do a two foot jump with a short jump rope [forward with double rebound].
 - B. Be able to do jumping jacks and warm-up exercises, running for fun, and easy games.
 - C. Be able to move a parachute in many ways as a part of a group.
 - D. Be able to show you are in good shape. [Achieve age-appropriate norms on a standardized fitness test.]
6. **Be able to dance and move to a rhythm.**
 - A. Be able to create dances [using body, time, space, and force].
 - B. Be able to stamp feet, step hop, elbow swing, and bow.
 - C. Be able to move objects to a rhythm.
 - D. Be able to form single circles, double circles, and partners.

Physical Education Standards

Second Grade

Course Abilities (Should be achieved throughout year.)

1. **Be able to apply physical education to life.**
 - A. Be able to work to have better coordination, endurance, and a good attitude.
 - B. Know your heart rate is faster when you are active.
 - C. Know why you want to be active and be able to follow important safety rules when you are active.
 - D. Be able to demonstrate sportsmanship skills, encourage others, and show social skills.
 - D. Know why you should practice skills many times.
 - E. Be able to take care of sports equipment.
 - F. Be able to work with a partner.

Course Content

2. **Be able to move in many ways alone, with a partner, or in a group [locomotor and nonlocomotor skills].**
 - A. Be able to walk, slide, hop, gallop, run, leap, jump, carioca, and skip when told to.
 - B. Be able to do many stretching exercises when told to.
 - C. Be able to twist and swing in many ways with a partner.
 - D. Be able to rock in many ways.
3. **Be able to control your body and parts of your body [perceptual motor proficiency].**
 - A. Be able to control several body parts at once.
 - B. Be able to stay balanced in many positions on the floor.
 - C. Be able to stay balanced while doing many movements on the floor.
4. **Be able to show eye-hand and eye-foot coordination.**
 - A. Be able to throw different-sized balls at a target both overhand and underhand.
 - B. Be able to catch different-sized balls both overhand and underhand.
 - C. Be able to bounce a ball with either hand.
 - D. Be able to deflect a thrown or kicked ball.
 - E. Be able to kick a slowly rolling ball.
 - F. Be able to trap a slowly rolling ball.
 - G. Be able to bat a thrown ball with your fist, your hand, and a bat.
5. **Be able to get stronger and better at moving. [Increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.]**
 - A. Be able to do individual jump rope skills with a short jump rope (two foot rebound forward and backward, two foot single rebound forward and backward, and alternate feet forward and backward).
 - B. Be able to do warm-up exercises, jumping jacks, pushups, and situps.
 - C. Be able to move a parachute in many ways as a part of a group.
 - D. Be able to run for fun.
 - E. Be able to play many group games.
 - F. Be able to show you are in good shape. [Achieve age-appropriate norms on a standardized fitness test.]
6. **Be able to move to different rhythms and experiment with dance movements.**
 - A. Be able to create dances [using body, time, space, and force].
 - B. Be able to stamp feet, step hop, elbow swing, and bow.
 - C. Be able to move objects to a rhythm.
 - D. Be able to form single circles, double circles, and partners.

Physical Education Standards

Third Grade

Course Abilities (Should be achieved throughout year.)

1. Be able to apply physical education to life.

- A. Be able to work to have better coordination, endurance, and a good attitude.
- B. Be able to assess your heart rate.
- C. Know the benefits, safety practices, and rules for participating in physical activities.
- D. Know why it is important and what it takes to get in shape.
- E. Be able to demonstrate sportsmanship skills, to be a part of a team, to encourage and help others, to follow the rules for team games, and to show social skills.
- F. Know your own strengths and weaknesses and the value of repetition and practice.
- G. Be able to take care of sports equipment.

Course Content

2. Be able to show the knowledge and skills which will make you better at group and team sports (kickball, soccer, football, volleyball, basketball, softball, and floor hockey).

- A. Pre-kickball: rules (three outs, force out, foul ball, tagging out), correct overhand throw (dominant hand stepping with opposite foot), catching correctly with hands and arms, and running the bases properly.
- B. Pre-soccer skills: kick properly, dribble ball with feet, pass ball with accuracy, trap ball, and deflect and catch ball as goalie.
- C. Pre-football: throw football properly (holding ball properly, hitting stationary target), catch football (with hands and arms), kick football properly (three-step kick), and carry ball properly (wedged between hand, arm, and body).
- D. Pre-volleyball: do two-handed catch set, serve underhanded, and play properly with others in a modified game.
- E. Pre-basketball: dribble basketball (both hands—walking and stationary), bounce and chest pass, catch basketball properly (hands and arms), and play properly with others in a modified game.
- F. Pre-softball: grip softball properly, throw softball properly (opposite foot steps), and bat (correct grip and stance).
- G. Floor hockey: control ball with stick while moving, pass ball, shoot ball, and play properly with others in a game.

3. Be able to increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities (jumping rope, endurance running, and parachutes).

- A. Be able to show you are in the shape you should be in for your age. [Achieve age-appropriate norms on a standardized fitness test.]
- B. Be able to show individual skills with short rope.
- C. Be able to do warm-up exercises, jumping jacks, pushups, one minute bent situp, 40 yard dash, pull-up/flex arm hand, shuttle run, and standing long-jump.
- D. Be able to move a parachute in many ways as a part of a group and take part in many simple group games.
- E. Be able to do endurance running.

4. Be able to demonstrate the knowledge and skills which will make you better in individual and dual sports and recreational activities.

- A. Be able to apply safety procedures (proper warm-up and spotting techniques).
- B. Know the importance of stretching techniques.
- C. Know local sports and recreational activities and places.
- D. Be familiar with equipment which can aid in sports and recreational activities.
- E. Tumbling: positions (tuck, pike, layout, seat, front, side, back), skills (straddle, tuck forward and back rolls, headstand, bridge), and balance (floor, beam).

Physical Education Standards

Fourth Grade

Course Abilities (Should be achieved throughout year.)

1. Be able to apply physical education to life.

- A. Be able to demonstrate physical fitness (coordination, endurance, good attitude).
- B. Be able to assess physical fitness needs (heart rate).
- C. Know basics of individual and group sports and recreational activities (benefits, safety practices, responsibilities of participation, rules of activities).
- D. Be able to manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
- E. Be able to demonstrate sportsmanship in sports and recreation (value of being part of a team, united goal-setting, ground rules for team play, basic social and cooperative skills).
- F. Be able to use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, know value of repetition and practice).
- G. Be able to demonstrate proper treatment of sports equipment (safety, care, storage, for intended purpose only).

Course Content

2. Be able to show knowledge and skills which better enable and/or improve participation in group and team sports (basketball, flag football, soccer, softball, and volleyball).

- A. Pre-basketball: use correct technique in passing (bounce and chest) and stationary dribble with either hand and shooting at a basket.
- B. Flag football: execute a forward pass to a stationary target (ten yards), catch a football from a pass (ten yards), and carry football properly for forty yards (wedged between hand, arm, and body).
- C. Pre-soccer: trap propelled ball with foot, dribble soccer ball while moving (fifteen yards), pass with accuracy (ground pass and distance pass) and shooting ball at target/goal.
- D. Pre-softball: grip softball correctly, throw softball correctly (overhand, proper stepping, follow through), run bases correctly (first base, footing while stepping on base, rounding), and know basic rules (scoring, three-outs, fair and foul balls, being safe and out).
- E. Pre-volleyball: serve underhand properly and successfully, demonstrate catch set skills, and know basic rules of volleyball (three hits, points on serve, boundaries).

3. Be able to increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities (jumping rope).

- A. Be able to show you are in the shape you should be in for your age. [Achieve age-appropriate norms on a standardized fitness test.]
- B. Be able to do ten individual rope jumping skills and develop and perform a 45-second individual routine.
- C. Be able to do warm-up exercises, jumping jacks, push-ups, and stretches.

4. Be able to demonstrate the knowledge and skills which better enable participation in individual and dual sports and recreational activities.

- A. Be able to apply safety procedures (proper warm-up and spotting techniques).
- B. Know the importance of stretching techniques.
- C. Know local sports and recreational activities and places.
- D. Be familiar with equipment which can aid in sports and recreational activities.
- F. Tumbling: positions (tuck, pike, layout, seat, front, side, back), skills (straddle, tuck forward and back rolls, headstand, bridge), and balance (floor, beam).

Physical Education Standards

Fifth Grade

Course Abilities (Should be achieved throughout year.)

1. **Be able to apply physical education to life.**
 - A. Be able to demonstrate physical fitness (coordination, endurance, nutrition, good attitude).
 - B. Be able to assess physical fitness needs (heart rate, fitness levels).
 - C. Know basics of individual and group sports and recreational activities (benefits, conditioning requirements, safety practices, responsibilities of participation, rules of activities).
 - D. Be able to manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
 - E. Be able to demonstrate sportsmanship in sports and recreation (value of being part of a team, united goal-setting, ground rules for team play, basic social and cooperative skills).
 - F. Be able to use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, know resources for improving skills, know value of repetition and practice).
 - G. Be able to demonstrate proper treatment of sports equipment (safety, care, storage, for intended purpose only).

Course Content

2. **Be able to show knowledge and skills which better enable and/or improve participation in group and team sports (basketball, flag football, soccer, softball, and volleyball).**
 - A. Pre-basketball: use correct technique for overhead pass, catch ball properly which comes to left side and middle and right side, dribble at walking speed (with either hand) for fifteen seconds, know how to score (one, two, three point shots), know roles of basketball players (shoot, pass, defense, rebound) and shoot at a basket.
 - B. Flag football: throw forward pass to moving target, catch ball from kick and punt, know basic rules of flag football (boundaries, downs, line of scrimmage, snap, grabbing flag, holding, pass interference), know responsibilities of positions (offense—center, quarterback, pass catching and defense—rushing, defending), and know how to score (touchdown, field goal, extra points).
 - C. Pre-soccer: dribble at game speed (twenty yards), deflect or catch ball as goalie (game speed), know the rules of the game (boundaries, guarding, kicking the ball, no touching ball with arms or hands), know how to score (goals, free kicks, breaking ties) and shoot ball at target/goal.
 - D. Pre-softball: field fly balls properly (eye on ball, glove up, two hand catch), field ground ball properly (glove down and body down, eye on ball), know positions and responsibilities of various positions, and know rules of modified slow-pitch (arc of pitch, ball and strikes, innings, batter rules).
 - E. Pre-volleyball: serve underhand properly and successfully (twenty feet back), be able to pass to any position, and know rotation.
3. **Be able to increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.**
 - A. Be able to achieve age-appropriate norms on a standardized fitness test.
 - B. Know benefits of developing strength, endurance, flexibility, and agility.
 - C. Know techniques for developing strength, endurance, and flexibility (stretching).
 - D. Be able to develop a long-term plan for developing strength, endurance, and flexibility (stretching).
4. **Be able to demonstrate the knowledge and skills which better enable participation in individual and dual sports and recreational activities (tumbling).**
 - A. Be able to apply safety procedures (proper warm-up and spotting techniques).
 - B. Know the importance of stretching techniques.
 - C. Know local sports and recreational activities and places.
 - D. Know equipment which can aid in sports and recreational activities.
 - E. Tumbling: positions (tuck, pike, layout, seat, front, side, back), skills (straddle, tuck forward and back rolls, headstand, bridge), and balance (floor, beam).

Physical Education Standards

Sixth Grade

Course Abilities (Should be achieved throughout year.)

1. Be able to apply physical education to life.
 - A. Be able to demonstrate physical fitness (coordination, endurance, nutrition, good attitude).
 - B. Be able to assess physical fitness needs (heart rate, fitness levels, know differences between aerobic and anaerobic conditioning, relationship between body composition and fitness).
 - C. Know basics of individual and group sports and recreational activities (benefits, requirements, conditioning requirements, safety practices, responsibilities of participation, rules of activities).
 - D. Be able to manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
 - E. Be able to demonstrate sportsmanship in sports and recreation (benefits of competition, value of being part of a team, united goal-setting, ground rules for team play, basic social and cooperative skills).
 - F. Be able to use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, analyze strengths, weaknesses, and tendencies of opponents, know resources for improving skills, develop preparation skills, know value of repetition and practice).
 - G. Be able to demonstrate consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs).

Course Content

2. **Be able to show knowledge and skills which better enable participation in group and team sports (basketball, softball, and volleyball).**
 - A. Pre-basketball: use correct techniques for dribbling at running speed for 15 seconds, use correct pivoting techniques (pivot and pass, pivot and shot, pivot and dribble, pivot while dribbling), know basic rules (boundaries—out of bounds and lane, dribbling—traveling, guarding—fouls), and know roles of basketball players (setting screens, helping out, driving, moving without the ball).
 - B. Pre-softball: use batting techniques (stance, grip, stride eye on ball, level swing), know expectations of various positions (outfield, infield, catcher, pitcher), and know and use game strategies (base running and fielding).
 - C. Pre-volleyball: serve underhand properly and successfully (28 feet), pass properly and successfully to a front court position, know scoring (points, game, match), and know rules of volleyball (boundaries, net, proper striking, number of hits).
3. **Be able to increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.**
 - A. Know fitness capabilities according to standardized test and be able to set goals and achieve progress as measured on fitness test.
 - B. Be able to take pulse both resting and working and know your appropriate rate for both.
 - C. Be able to use proper cool-down techniques (stretching, larger-slower movements, slow cooling).
 - D. Know your strengths and weaknesses for strength, endurance, flexibility, and agility.
4. **Be able to demonstrate the knowledge and skills which better enable participation in individual and dual sports and recreational activities (tumbling, bowling, and light recreational games).**
 - A. Be able to apply proper warm-up and safety procedures.
 - B. Know local resources for sports and recreational activities.
 - C. Know equipment which can aid in sports and recreational activities.
 - D. Be able to demonstrate basic tumbling skills.
 - E. Be able to demonstrate the basic skills and a basic knowledge of a variety of light recreational games: tetherball, four square, frisbee golf, kite flying, and skating.

Physical Education Standards

Middle School

Course Abilities (Should be achieved throughout year.)

1. **Be able to apply physical education to life.**
 - A. Be able to demonstrate physical fitness (coordination, endurance, nutrition, good attitude).
 - B. Be able to assess physical fitness needs (heart rate, fitness levels, know differences between aerobic and anaerobic conditioning, relationship between body composition and fitness).
 - C. Know basics of individual and group sports and recreational activities (benefits, requirements, conditioning requirements, safety practices, responsibilities of participation, rules of activities).
 - D. Be able to manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
 - E. Be able to demonstrate sportsmanship in sports and recreation (benefits of competition, value of winning and losing, united goal-setting, ground rules for team play, basic social and cooperative skills).
 - F. Be able to use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, analyze strengths, weaknesses, and tendencies of opponents, know resources for improving skills, develop preparation skills, know value of repetition and practice).
 - G. Be able to demonstrate consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs).

Course Content

2. **Be able to demonstrate knowledge and skills which better enable participation in group and team sports (i.e. basketball, volleyball, flag football, softball, etc.).**
 - A. Basketball: use correct techniques when shooting, use correct techniques when driving to basket, know value of teamwork in basketball (appreciate role of all players and their contributions), and know strategies for succeeding (screens, helping on defense, driving and passing, screening off boards for rebounds, passing, moving without ball).
 - B. Volleyball: serve (overhand and underhand) from service area, properly dig low ball, pass to front court position with ball hit by opponent, and know the strategies of volleyball (passing–setting, moving ball into best position, keeping ball alive).
 - C. Flag football: know and demonstrate rules and strategies, demonstrate forward pass (for accuracy and distance to stationary and moving targets), and demonstrate properly catching a pass (distance and number of completions as stationary and moving target).
 - D. Softball: use batting techniques (stance, grip, stride eye on ball, level swing), know expectations of various positions (outfield, infield, catcher, pitcher), and know and use game strategies (base running and fielding).
3. **Be able to assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity (assessment testing and walking/jogging).**
 - A. Be able to assess physical fitness level using the AAPHER, Presidential Fitness Test, and other health-related tests.
 - B. Be able to achieve average score on these tests.
 - C. Be able to walk/jog two miles to a time criterion.
4. **Be able to demonstrate fundamental swimming, water safety, and diving skills.**
 - A. Know and be able to demonstrate pool safety.
 - B. Be able to perform correct front crawl with rhythmic breathing for two lengths of the pool.
 - C. Be able to tread water for five minutes and float for five minutes.
 - E. Be able to complete a five-minute swim.
 - F. Be able to demonstrate correct techniques for front crawl, backstroke, and breaststroke.
5. **Be able to demonstrate knowledge and skills which better enable participation in individual and dual sports and recreational activities (i.e. badminton, kickball, tennis, etc.).**
 - A. Be able to apply proper warm-up and safety procedures.
 - B. Know local resources for sports and recreational activities (YMCA, city, clubs, teams, organizations).
 - C. Know equipment which can aid in sports and recreational activities.
 - D. Badminton: know and demonstrate proper serve techniques and rules, know and demonstrate court rotation during game, and know and apply rules of game (boundaries, scoring, net, serve).
 - E. Tennis: know and demonstrate forehand and backhand grips (be able to change during shot), know scoring and rules (boundaries, serving, no-add scoring), and hit volley and half-volleys across net with both forehand and backhand.

Physical Education Standards High School

Course Abilities (Should be achieved throughout year.)

1. **Be able to apply physical education to life.**
 - A. Be able to demonstrate physical fitness (coordination, endurance, nutrition, good attitude).
 - B. Be able to assess physical fitness needs (heart rate, fitness levels, know differences between aerobic and anaerobic conditioning, relationship between body composition and fitness).
 - C. Know basics of individual and group sports and recreational activities (benefits, requirements, conditioning requirements, safety practices, responsibilities of participation, rules of activities).
 - D. Be able to manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
 - E. Be able to demonstrate sportsmanship in sports and recreation (benefits of competition, value of winning and losing, united goal-setting, ground rules for team play, basic social and cooperative skills).
 - F. Be able to use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, analyze strengths, weaknesses, and tendencies of opponents, know resources for improving skills, develop preparation skills, know value of repetition and practice).
 - G. Be able to demonstrate consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs).

Course Content

2. **Be able to demonstrate knowledge and skills which better enable participation in group and team sports (volleyball, soccer).**
 - A. Volleyball: know and demonstrate rules and strategies, underhand serve for distance and accuracy, proper technique for bump for accuracy and height, and proper technique for set pass for accuracy, height, and distance.
 - B. Soccer: know and demonstrate rules and strategies, dribbling technique for timed distance around cones, proper passing technique for accuracy and distance, proper kicking technique for accuracy and distance, and proper stopping.
3. **Be able to assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity (assessment testing and aerobics).**
 - A. Be able to assess physical fitness level using the AAPHER, Presidential Fitness Test, and other health-related tests.
 - B. Be able to achieve average score on these tests.
 - C. Aerobic dance: be able to measure heart rate and determine personal target zone, and demonstrate proper warmup and cool-down exercises.
 - D. Be able to demonstrate proper step aerobics and other selected aerobic techniques.
4. **Be able to demonstrate fundamental swimming, water safety, and diving skills.**
 - A. Know and be able to demonstrate pool safety, water safety laws, rules, and lifesaving skills.
 - B. Be able to demonstrate comfort in swimming (front crawl, elementary back, sidestroke, breaststroke).
5. **Be able to improve movement through rhythm and swing, Texas two-step, and line dances.**
 - A. Be able to demonstrate basic skills of movement (coordination, fluidity, rhythm).
 - B. Be able to demonstrate aerobic dance through a variety of programs (i.e. Tae Bo, yoga, fitness tapes, etc.).
6. **Be able to demonstrate knowledge and skills which better enable participation in individual and dual sports and recreational activities (pickleball, tennis, badminton and golf).**
 - A. Be able to demonstrate proper warm-up and safety procedures.
 - B. Know resources for sports and recreational activities (YMCA, city, clubs, teams, organizations).
 - C. Know equipment which can aid in sports and recreational activities.
 - D. Pickleball: know and demonstrate rules and strategies, demonstrate forehand and backhand technique, correct serving technique, and forehand and backhand volley with partner.
 - E. Golf: Know the basic rules of the game, demonstrate the basic skills of hitting a golf ball and the use of the proper club.
 - F. Tennis: Know and demonstrate the rules and strategies, demonstrate forehand, backhand, lob and serving skills.