

Physical Education

Standard-Based Sample

Goals and Objectives Wizard

Pre-Kindergarten – High School

Aligned with the Maryland State Curriculum

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Prince George's County Public Schools



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Maryland State Physical Education Curriculum Framework Standards

Standard I: Skillfulness – Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skill effectively in skill themes, and applying skills.

Standard II: Biomechanical Principles – Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Standard III: Motor Learning Principles – Students will demonstrate the ability to motor skill principles to learn and develop proficiency through frequent practice in which skills are repeatedly performed correctly in a variety of situations.

Standard IV: Exercise Physiology – Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

Standard V: Physical Activity - Students will demonstrate an ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Standard VI: Social Psychological Principles – Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

Adapted Physical Education – Early Childhood Center Parent Survey

Dear Parent(s)/Guardian(s):

Throughout the school year your child will take part within a variety of gross motor activities that aim to enhance muscular strength, body awareness, flexibility, cardiovascular endurance, creative play, exploratory play, and social skills. In order to meet your child’s individual needs and interests, it is important for me to gain more knowledge about your child’s physical activity outside of school, along with the interests and activities of family members. Please take some time to fill out the survey below.

**Please return this form to _____ by sending it back to school in your
child’s book bag**

What activities does your child participate in during play time?

Check all that apply:

<input type="checkbox"/>	Creative play with toys	<input type="checkbox"/>	Swimming
<input type="checkbox"/>	Running	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Ball Play	<input type="checkbox"/>	Dancing
<input type="checkbox"/>	Socializing with peers	<input type="checkbox"/>	Watching sports on t.v
<input type="checkbox"/>	Tee Ball	<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Football	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Tricycle	<input type="checkbox"/>	Bowling

Other:

What activities does your family do as a group?

Check all that apply:

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Biking/Tricycle
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Running
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Bowling	<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Gymnastic
<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Play with balls/Frisbees

Other:

Turn Over →

What activities do you (parent(s)/guardian(s)) do in your free time?

Check all that apply:

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Biking	<input type="checkbox"/>	Horseback Riding
<input type="checkbox"/>	Running	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Weight Training
<input type="checkbox"/>	Canoeing/Kayaking	<input type="checkbox"/>	Skiing
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Tennis	<input type="checkbox"/>	Football
<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Golf
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Baseball/Softball

Other:

What activities do the brother(s)/sister(s) do in their free time?

Check all that apply:

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Biking	<input type="checkbox"/>	Horseback Riding
<input type="checkbox"/>	Running	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Weight Training
<input type="checkbox"/>	Canoeing/Kayaking	<input type="checkbox"/>	Skiing
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Tennis	<input type="checkbox"/>	Football
<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Golf
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Baseball/Softball

Other:

What skills would you like your child to work on and/or is there an activity/skill you want your child to learn?

Comments/Suggested Goals & Objectives:

Adapted Physical Education –Elementary School Parent Survey

Dear Parent(s)/Guardian(s):

Throughout the school year your child will take part within a variety of gross motor activities that aim to enhance muscular strength, body awareness, flexibility, cardiovascular endurance, creative play, and social skills. In order to meet your child’s individual needs and interests, it is important for me to gain more knowledge about your child’s physical activity outside of school, along with the interests and activities of family members. Please take some time to fill out the survey below.

**Please return this form to _____ by sending it back to school in your
child’s book bag**

What activities does your child participate in to stay physically active?

Check all that apply:

<input type="checkbox"/>	Jump Roping	<input type="checkbox"/>	Swimming
<input type="checkbox"/>	Running/Jogging	<input type="checkbox"/>	Special Olympics
<input type="checkbox"/>	Roller Skating	<input type="checkbox"/>	Dancing
<input type="checkbox"/>	Hiking	<input type="checkbox"/>	Gymnastics/Tumbling
<input type="checkbox"/>	T-Ball/Baseball	<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Football	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Tricycle/Bicycle	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Physically Active Video Games

Other:

What activities does your family do as a group?

Check all that apply:

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Biking/Tricycle
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Running/Jogging
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Bowling	<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Gymnastics
<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Ball/Frisbee Play
<input type="checkbox"/>	Golfing/Putt-Putt	<input type="checkbox"/>	Physically Active Video Games

Other:

Turn Over →

What activities do you (parent(s)/guardian(s)) do in your free time?*Check all that apply:*

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Biking	<input type="checkbox"/>	Horseback Riding
<input type="checkbox"/>	Running	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Weight Training
<input type="checkbox"/>	Canoeing/Kayaking	<input type="checkbox"/>	Skiing
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Tennis	<input type="checkbox"/>	Football
<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Golf
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Baseball/Softball

Other:

What activities do the brother(s)/sister(s) do in their free time?*Check all that apply:*

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Biking	<input type="checkbox"/>	Horseback Riding
<input type="checkbox"/>	Running	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Weight Training
<input type="checkbox"/>	Canoeing/Kayaking	<input type="checkbox"/>	Skiing
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Tennis	<input type="checkbox"/>	Football
<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Golf
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Baseball/Softball
<input type="checkbox"/>	Roller Skating	<input type="checkbox"/>	Physically Active Video Games

Other:

What skills would you like your child to work on and/or is there an activity/skill you want your child to learn?

Comments/Suggested Goals & Objectives:

Adapted Physical Education – Middle School Parent Survey

Dear Parent(s)/Guardian(s):

Throughout the school year your child will take part within a variety of gross motor activities that aim to enhance muscular strength, body awareness, body coordination, object control, flexibility, cardiovascular endurance, creative movement, and social skills. In order to meet your child’s individual needs and interests, it is important for me to gain more knowledge about your child’s physical activity outside of school, along with the interests and activities of family members. Please take some time to fill out the survey below.

**Please return this form to _____ by sending it back to school in your
child’s book bag**

What activities does your child participate in to stay physically active?

Check all that apply:

<input type="checkbox"/>	Hockey	<input type="checkbox"/>	Swimming
<input type="checkbox"/>	Running/Jogging	<input type="checkbox"/>	Special Olympics
<input type="checkbox"/>	Roller Skating	<input type="checkbox"/>	Dancing
<input type="checkbox"/>	Hiking	<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Skiing/Snowboard	<input type="checkbox"/>	Golf/Miniature Golf
<input type="checkbox"/>	Football	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Tricycle/Bicycle	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Physically Active Video Games
<input type="checkbox"/>	Baseball/Softball	<input type="checkbox"/>	Volleyball

Other:

What activities does your family do as a group?

Check all that apply:

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Biking/Tricycle
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Running/Jogging
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Bowling	<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Gymnastics
<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Ball/Frisbee Play
<input type="checkbox"/>	Golfing/Putt-Putt	<input type="checkbox"/>	Physically Active Video Games

Other:

Turn Over →

What activities do you (parent(s)/guardian(s)) do in your free time?

Check all that apply:

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Biking	<input type="checkbox"/>	Horseback Riding
<input type="checkbox"/>	Running	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Weight Training
<input type="checkbox"/>	Canoeing/Kayaking	<input type="checkbox"/>	Skiing
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Tennis	<input type="checkbox"/>	Football
<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Golf
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Baseball/Softball

Other:

What activities do the brother(s)/sister(s) do in their free time?

Check all that apply:

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Biking	<input type="checkbox"/>	Horseback Riding
<input type="checkbox"/>	Running	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Weight Training
<input type="checkbox"/>	Canoeing/Kayaking	<input type="checkbox"/>	Skiing
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Tennis	<input type="checkbox"/>	Football
<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Golf
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Baseball/Softball
<input type="checkbox"/>	Roller Skating	<input type="checkbox"/>	Physically Active Video Games

Other:

What skills would you like your child to work on and/or is there an activity/skill you want your child to learn?

Comments/Suggested Goals & Objectives:

Adapted Physical Education – High School Parent Survey

Dear Parent(s)/Guardian(s):

Throughout the school year your child will take part within a variety of gross motor activities that aim to enhance muscular strength, body awareness, body coordination, object control, flexibility, cardiovascular endurance, creative movement, and social skills. In order to meet your child’s individual needs and interests, it is important for me to gain more knowledge about your child’s physical activity outside of school, along with the interests and activities of family members. Please take some time to fill out the survey below.

**Please return this form to _____ by sending it back to school in your
child’s book bag**

What activities does your child participate in to stay physically active?

Check all that apply:

<input type="checkbox"/>	Bocce	<input type="checkbox"/>	Swimming
<input type="checkbox"/>	Running/Jogging	<input type="checkbox"/>	Special Olympics
<input type="checkbox"/>	Roller Skating	<input type="checkbox"/>	Dancing
<input type="checkbox"/>	Hiking	<input type="checkbox"/>	Tennis
<input type="checkbox"/>	Ski/Snowboard	<input type="checkbox"/>	Golf/Miniature Golf
<input type="checkbox"/>	Badminton	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Tricycle/Bicycle	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Physically Active Video Games

Other:

What activities does your family do as a group?

Check all that apply:

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Biking/Tricycle
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Running/Jogging
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Bowling	<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Gymnastics
<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Ball/Frisbee Play
<input type="checkbox"/>	Golfing/Putt-Putt	<input type="checkbox"/>	Physically Active Video Games

Other:

Turn Over →

What activities do you (parent(s)/guardian(s)) do in your free time?*Check all that apply:*

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Biking	<input type="checkbox"/>	Horseback Riding
<input type="checkbox"/>	Running	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Weight Training
<input type="checkbox"/>	Canoeing/Kayaking	<input type="checkbox"/>	Skiing
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Tennis	<input type="checkbox"/>	Football
<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Golf
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Baseball/Softball

Other:

What activities do the brother(s)/sister(s) do in their free time?*Check all that apply:*

<input type="checkbox"/>	Hiking/Walking	<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Biking	<input type="checkbox"/>	Horseback Riding
<input type="checkbox"/>	Running	<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Weight Training
<input type="checkbox"/>	Canoeing/Kayaking	<input type="checkbox"/>	Skiing
<input type="checkbox"/>	Ice Skating	<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Tennis	<input type="checkbox"/>	Football
<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Golf
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Lawn Games	<input type="checkbox"/>	Baseball/Softball
<input type="checkbox"/>	Roller Skating	<input type="checkbox"/>	Physically Active Video Games

Other:

What skills would you like your child to work on and/or is there an activity/skill you want your child to learn?

Comments/Suggested Goals & Objectives:

Writing a Measureable Goal and Objective

According to Claudine Sherrill's Book Adapted Physical Activity, Recreation and Sport: Crossdisciplinary Lifespan (2004), there are four parts to writing a complete and measureable goal. The parts are situation, task, criteria and outcome. The situation tells the reader when he/she will observe the goal within the lesson. An example may be stated as "During the teacher monitored/guided practice lesson segment..." or "During the closure..." The task will be what the students will be expected to perform, "the students will..." The third part is making the goal measureable by adding the criteria. It is often best to stay away from criteria in the form of percentage as it can be hard to prove success. Instead of saying 80 percent, it is best to use 4 out of 5 trials. The final part to writing a complete and measureable goal is the outcome. What is the purpose for writing the goal? What benefit will the students get out of successfully performing this goal? This is written by stating "in order to..."

It is good to try to write a goal in the order of situation, task, criteria and outcome, but it is not required to write it in this order. The reader should be able to find these four parts and the writer can use this checklist to determine if the written goal meets the standards for a complete and measureable goal.

Example Statements for the Four Parts:

<p style="text-align: center;">Situation: When will the goal be observed?</p> <p>By the end of the lesson... During the closure... During the teacher directed activity... During the teacher monitored activity... While engaged in a peer assessment... During the warm up... Given...</p>	<p style="text-align: center;">Criteria: <i>Is the goal measureable?</i></p> <p><i>4 out of 5 trials</i> <i>Decrease their mile walk/run time by at least 20 seconds</i> <i>Provide his/her peers with a least 4 verbal praises</i></p> <p style="text-align: center;">For mastery of the goal and objectives need to be successfully accomplished 80 percent of the time (4 out of 5 trials)</p>
<p style="text-align: center;">Task: What will you expect the students to do in order to meet the goal?</p> <p>The student will...</p>	<p>Outcome: What is the purpose for the goal? What benefit will the students get out of it?</p> <p>In order to...</p>

High School Sample Goal: Situation, *Task*, **Criteria**, No Change: Outcome

While engaged in the teacher monitored tennis activity, *the students will demonstrate 3 of the 5 correct basic forehand striking techniques (ready position, appropriate grip, position body in parallel line with the shot, strike ball at hip height, follow through)* **4 out of 5 trials** in order to enhance their ability to strike the tennis ball over the net with control.

Understanding the Format

MARYLAND STATE STANDARD: (Skillfulness, Biomechanical Principles, Motor Planning, Exercise Physiology, Physical Activity, Social-Psychological Principals)		
Grade	Page #	Goals and Objectives
RUBRIC'S GRADE LEVEL	RUBRIC'S PAGE NUMBER	SAMPLE GOAL
SKILL CONNECTION TO THE MARYLAND STATE CURRICULUM		SAMPLE OBJECTIVE
		SAMPLE OBJECTIVE
		SAMPLE OBJECTIVE

Standard One: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skill effectively in skill themes, and applying skills.

Grade	Page #	Goals and Objectives
Pre-K/Kindergarten	2	While engaged in a physical activity (Student's Name) will demonstrate running with the head up, eyes visually attending, moving the arms and legs in opposition, and showing a flight phase for a distance of 25 feet, 4 out of 5 trials in order to improve balance, body coordination and mobility.
Running		While moving quickly (Student's Name) will demonstrate keeping the head up, eyes visually attending and maintaining standing balance for a distance of 25 feet, 4 out of 5 trials
I.A. Fundamental Movement		While moving quickly with the arms and legs moving in opposition (Student's Name) will demonstrate keeping the head up, eyes visually attending and maintaining standing balance for a distance of 25 feet, 4 out of 5 trials
		While running for a distance of 15 feet (Student's Name) will demonstrate keeping the head up, eyes visually attending, and showing a flight phase, 4 out of 5 trials.
Pre-K/Kindergarten	3	While jumping in place 5 consecutive times (Student's Name) will demonstrate knee flexion-extension, and leaving the floor and landing on the floor with two feet (flight phase), 4 out of 5 trials in order to enhance body coordination
Jumping		In preparation to jump (Student's Name) will imitate knee flexion-extension (bouncing) 3 consecutive times, 4 out of 5 trials
I.A. Fundamental Movement		While jumping in place with a stable support to hold onto (Student's Name) will demonstrate knee flexion-extension, leaving the floor and landing on the floor with two feet, 3 consecutive times, 4 out of 5 trials.
		While jumping in place (Student's Name) will demonstrate knee flexion-extension, leaving the floor and landing on the floor with two feet, 3 consecutive times, 4 out of 5 trials.
Pre-K/Kindergarten	4	While hopping (Student's Name) will demonstrate swinging the arms and knee flexion-extension to propel forward on one foot, 2 consecutive times, 4 out of 5 trials, in order to enhance dynamic balance.
Hopping		While standing on the preferred (one) foot (Student's Name) will demonstrate maintaining static balance for 5 seconds, 4 out of 5 trials.
I.A. Fundamental Movement		While hopping in place with a stable support to hold onto (Student's Name) will demonstrate a flight phase, taking off on one foot and landing on the same foot 2 consecutive times, 4 out of 5 trials.
		While hopping in place (Student's Name) will independently demonstrate a flight phase, taking off on one foot and landing on the same foot 2 consecutive times, 4 out of 5 trials.
Pre-K/Kindergarten	5	While walking with body control and balance for a distance of 25 feet (Student's Name) will demonstrate heel to toe contact with the floor, arms and legs moving in opposition, and keeping the head up and eyes attentive, 4 out of 5 trials in order to improve the walking pattern for safety and mobility.
Walking		While walking with body control and balance (Student's Name) will demonstrate avoiding all peers and obstacles by keeping the head up and eyes attentive for a distance of 25 feet, 4 out of 5 trials
I.A. Fundamental Movement		While walking (Student's Name) will demonstrate moving the arms and legs in opposition for a distance of 25 feet, 4 out of 5 trials
		While walking with body control and balance (Student's Name) will demonstrate moving the arms and legs in opposition with a heel to toe foot pattern and keeping the head up and eyes attentive for a distance of 10 feet, 4 out of 5 trials
Pre-K/Kindergarten	6	While engaged in a locomotor activity (Student's Name) will demonstrate a step together pattern with the same lead foot, hips and toe facing forward, and a flight phase for a distance of 10 feet, 4 out of 5 trials in order to enhance body coordination and balance for galloping
Galloping		While engaged in a locomotor activity (Student's Name) will receive partial physical prompting to demonstrate a step together pattern, using the same lead foot, for a distance of 10 feet, 4 out of 5 trials.
I.A. Fundamental Movement		While engaged in a locomotor activity (Student's Name) will demonstrate a step together pattern, using the same lead foot, for a distance of 5 feet, 4 out of 5 trials.
		While galloping (Student's Name) will a step together pattern with the same lead foot, hips and toe facing forward, and a flight phase for a distance of 5 feet, 4 out of 5 trials

Standard One: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skill effectively in skill themes, and applying skills.		
Grade	Page #	Goals and Objectives
Pre-K/Kindergarten	7	While moving through crowded space for 5 minutes (Student's Name) will visually attend to the environment, avoid contact with peers and obstacles and change direction a minimum of 5 times, 4 out of 5 trials in order to increase spatial awareness.
Spatial Awareness		While slowly moving through open space for 1 minute (Student's Name) will receive verbal prompts to avoid contact with peers and obstacles, 4 out of 5 trials.
I.A. Fundamental Movement		While slowly moving through open space for 3 minute (Student's Name) will receive verbal prompts to visually attend to the environment avoiding contact with peers and obstacles, and to change direction a minimum of 3 times, 4 out of 5 trials.
		While slowly moving through crowded space for 2 minute (Student's Name) will independently visually attend to the environment, avoid contact with peers and obstacles and change direction a minimum of 3 times, 4 out of 5 trials
Pre-K/Kindergarten	8	While moving through crowded space (Student's Name) will maintain body control at various levels for 2 minutes, 4 out of 5 trials, in order to enhance personal spatial awareness.
Personal Social Awareness		While standing in a static location surrounded by peers, (Student's Name) will maintain body control and avoid touching peers while performing 3 of 5 non-locomotor movements, 4 out of 5 trials.
I.A. Fundamental Movement		While standing in a crowded area surrounded by peers, (Student's Name) will sit down avoiding contact with peers, 3 consecutive times, 4 out of 5 trials.
		While slowly moving through crowded space with close supervision and verbal prompts, (Student's Name) will avoid contact with peers and maintain body control for one consecutive minute, 4 out of 5 trials.
Pre-K/Kindergarten	9	While performing a variety of non-locomotor movements, (Student's Name) will sequence three stretching exercises, holding each one for 5 seconds, 4 out of 5 trials in order to enhance flexibility and body coordination.
Non-Locomotor Movements		While performing non-locomotor stretching exercises, (Student's Name) will maintain a stable base of support, 4 out of 5 trials in order to mature the stretching technique.
I.A. Fundamental Movement		While performing a non-locomotor movement, (Student's Name) will demonstrate one stretching exercise, holding it for 5 seconds, 4 out of 5 trials.
		While performing a non-locomotor movement, (Student's Name) will demonstrate two stretching exercise, holding it for 5 seconds, 4 out of 5 trials.
Pre-K/Kindergarten	10	While identifying body parts, (Student's Name) will demonstrate knowledge of 10 body parts by touch and/or through isolated movement, 4 out of 5 trials in order to isolate movements for appropriate practice.
Body Part Identification		When verbally and visually prompted by the teacher, (Student's Name) will touch 5 body parts indicated, 4 out of 5 trials.
		After a body part is verbally indicated, (Student's Name) will correctly touch 8 out of 10 named body parts, 4 out of 5 trials.
I.C. Skill Themes		With each of 5 body parts verbally indicated, (Student's Name) will perform an isolated movement of each body part, 4 out of 5 trials.
Pre-K/Kindergarten	11	During a ball control activity, (Student's Name) will demonstrate catching a bounced ball from a peer or adult 5 times by showing a ready position, visually tracking the ball and absorbing the ball's force, 4 out of 5 trials, in order to increase hand-eye coordination.
Catching Bounced Ball		When attempting to catch a teacher bounced ball (Student's Name) will demonstrate ready position of the hands in front of body 4 out of 5 trials.
I.C. Skill Themes		During a ball control activity (Student's Name) will demonstrate a ready position with hands in front of body and visually track the ball into hands, 4 out of 5 trials.
		During a ball control activity (Student's Name) will catch a bounced ball 3 times from a peer or an adult by showing a ready position of hands and visual tracking the object, 4 out of 5 trials.

Standard One: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skill effectively in skill themes, and applying skills.		
Grade	Page #	Goals and Objectives
Pre-K/Kindergarten	12	While rolling a 2 – 4 inch ball forward (Student's Name) will demonstrate the essential components by keeping body in line with target, lowering body to ground, swinging arm back to front, and releasing the ball towards the target, 4 out of 5 trials in order to enhance object control skills.
Rolling a Ball		During a teacher monitored activity (Student's Name) will place body in line with the target while rolling a 2 to 4 inch ball forward, 4 out of 5 rolls.
I.C. Skill Themes		While rolling a 2 – 4" ball forward (Student's Name) will keep body in line with target and release the ball towards the target, 4 of 5 trials.
I.C. Skill Themes		While rolling a 2 – 4" ball forward (Student's Name) will demonstrate rolling a ball towards a target, keeping body in line with target, and swinging arm from front to back 4 out of 5 trials.
Pre-K/Kindergarten	13	While throwing an object overhand towards a target 5 feet away (Student's Name) will use the preferred hand to demonstrate the essential components by keeping body in line with target, stepping towards the target, and following through across body, 4 out of 5 trials, in order to improve object control skills and body coordination.
Overhand Throw		While throwing an object overhand (Student's Name) will step towards the target and keep body in line with the target, 4 out of 5 trials.
I.C. Skill Themes		When throwing an object overhand with a peer, (Student's Name) will follow through across the body from high to low, 4 out of 5 trials.
I.C. Skill Themes		While throwing an object overhand towards a target 3 feet away (Student's Name) will use the preferred hand by stepping towards the target, keeping body in line with the target and using follow through across body, 4 out of 5 trials.
Pre-K/Kindergarten	14	While engaged in a physical activity using the underhand toss (Student's Name) will demonstrate the body in line with target, stepping towards the target, and releasing the ball upwards towards a target 5 feet away, 4 out of 5 trials in order to improve object control skills
Underhand Toss		When performing an underhand toss (Student's Name) will release the ball upwards toward the target 5 feet away, 4 out of 5 trials.
I.C. Skill Themes		While engaged in a physical activity using the underhand toss (Student's Name) will keep the body in line with target when performing an underhand toss towards a target 5 feet away, 4 out of 5 trials.
I.C. Skill Themes		When performing an underhand toss towards a target five feet away (Student's Name) will keep body in line with the target and step towards the target with foot, 4 out of 5 trials.
Pre-K/Kindergarten	15	While using the hand to strike a stationary object at waist height (Student's Name) will demonstrate making contact with an object with side orientation, horizontal arm swing, and follow through across body, 4 out of 5 trials, in order to enhance hand-eye coordination.
Striking Object with Hand		Given a large ball set on a tee at waist height, (Student's Name) will use hand to make contact with the ball, 4 out of 5 trials.
I.C. Skill Themes		While using the hand to strike (Student's Name) will demonstrate side orientation to the stationary object at waist height and make contact with the object, 4 out of 5 trials.
I.C. Skill Themes		When provided verbal and visual prompting (Student's Name) will demonstrate striking a stationary object at waist height using a horizontal arm swing, side orientation to the object, and a follow through across the body 4 out of 5 trials.
Pre-K/Kindergarten	16	While striking an object with a foot (Student's Name) will continuously approach to the ball, making contact with the ball so that it travels in the direction of a designated target, 4 out of 5 trials.
Striking Object with Foot		When an object is presented at foot level (Student's Name) will use the preferred foot to make contact with stationary ball, 4 out of 5 trials.
I.C. Skill Themes		During a physical activity (Student's Name) will demonstrate a continuous approach toward a stationary ball and make contact the ball, 4 out of 5 trials.
I.C. Skill Themes		During a physical activity (Student's Name) will receive verbal and visual prompts to demonstrate a continuous approach to a stationary ball, striking it with a foot towards a designated target, 4 out of 5 trials.

Standard One: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skill effectively in skill themes, and applying skills.

Grade	Page #	Goals and Objectives
First	24	While performing an age appropriate slide for a distance of 10 feet (Student's Name) will rhythmically demonstrate maintaining a step-close-step pattern with hips, shoulders and toes facing perpendicular to the direction of travel, 4 out of 5 trials in order to enhance locomotor movements.
Sliding		While performing an age appropriate slide for a distance of 10 feet (Student's Name) will demonstrate maintaining a step-close-step pattern, 4 out of 5 trials.
I.A. Fundamental Movement		While performing an age appropriate slide for a distance of 10 feet (Student's Name) will demonstrate maintaining a step-close-step pattern with hips, shoulders and toes facing perpendicular to the direction of travel, 4 out of 5 trials.
I.A. Fundamental Movement		While performing an age appropriate slide for a distance of 5 feet (Student's Name) will rhythmically demonstrate maintaining a step-close-step pattern with hips, shoulders and toes facing perpendicular to the direction of travel, 4 out of 5 trials
First	25	While hopping forward on non-dominant leg (Student's Name) will use arms and support leg to propel body forward 3 consecutive times, 4 out of 5 trials in order to enhance dynamic balance.
Hopping		During a balancing activity (Student's Name) will demonstrate maintaining static balance on non-dominant support foot for 3 seconds, 4 out of 5 trials.
I.A. Fundamental Movement		During a physical activity (Student's Name) will demonstrate hopping in place on non-dominant foot, 3 consecutive times, 4 out of 5 trials.
I.A. Fundamental Movement		While hopping forward on non-dominant leg (Student's Name) will use arms and support leg to propel body forward 1 time, 4 out of 5 trials in order to enhance dynamic balance.
First	26	While performing an age appropriate skip for a distance of 10 feet (Student's Name) will continuously demonstrate a step-hop pattern with arms and legs in opposition, 4 out of 5 trials, in order to enhance locomotor movement patterns.
Skipping		While moving (Student's Name) will demonstrate a step-hop pattern on one side of the body for a distance of 5 feet, 4 out of 5 trials.
I.A. Fundamental Movement		During a physical activity (Student's Name) will demonstrate a continuous step hop pattern on alternating legs for a distance of 5 feet, 4 out of 5 trials.
I.A. Fundamental Movement		During a physical activity (Student's Name) will demonstrate a continuous step hop pattern with arms and legs in opposition for a distance of 10 feet, 4 out of 5 trials.
First	27	While visually tracking a scarf slowly falling from above (Student's Name) will demonstrate extending the arms and catch the scarf five consecutive times with only the hands, 4 out of 5 trials in order to enhance visual tracking and hand-eye coordination.
Catching a Self Tossed Object		While visually tracking a scarf slowly falling from above (Student's Name) will extend the arms and hands in attempt of catching the scarf, 4 out of 5 trials.
I.C. Skill Themes		While visually tracking a scarf slowly falling from above (Student's Name) will extend the arms and hands catching the scarf, 4 out of 5 trials.
I.C. Skill Themes		After tossing a scarf up above head (Student's Name) will catch the scarf using any part of the body 3 consecutive times, 4 out of 5 trials.
I.C. Skill Themes		After tossing a scarf up above head (Student's Name) will catch the scarf with only the hands 3 consecutive times, 4 out of 5 trials.
First	28	While using the preferred hand to throw a ball towards a target 10 feet away (Student's Name) will demonstrate the overhand technique with foot stepping opposition, 4 out of 5 trials in order to enhance object control skills.
Overhand Throw		While using the preferred hand to throw a ball towards a target 10 feet away (Student's Name) will demonstrate the overhand technique, 4 out of 5 trials
I.C. Skill Themes		While using the preferred hand to throw a ball towards a target 10 feet away (Student's Name) will demonstrate the overhand technique and unilaterally stepping forward, 4 out of 5 trials
I.C. Skill Themes		While using the preferred hand to throw a ball towards a target 5 feet away (Student's Name) will demonstrate the overhand technique with foot stepping opposition, 4 out of 5 trials

Standard One: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skill effectively in skill themes, and applying skills.		
Grade	Page #	Goals and Objectives
First	29	While striking an object suspended from a sting with a short handled implement (Student's Name) will demonstrate visually tracking the object with a firm hand grasp on implement, and make contact with the suspended object 5 consecutive times, 4 out of 5 trials in order to enhance hand-eye coordination.
Striking Object with Short Handled Implement		While standing next to an object suspended from a string (Student's Name) will demonstrate holding a short handled implement with a firm grasp and swing it towards the suspended object, 4 out of 5 trials.
I.C. Skill Themes		While visually tracking an object suspended from a string (Student's Name) will demonstrate holding a short handled implement with a firm grasp while striking it into the suspended object 1 out of 3 swings, 4 out of 5 trials.
First		While striking an object suspended from a sting with a short handled implement (Student's Name) will demonstrate visually tracking the object with a firm hand grasp on implement, and make contact with the suspended object 3 consecutive times, 4 out of 5 trials.
First	30	With a continuous approach (Student's Name) will visually track and strike a slow moving ball with the foot, 4 out of 5 trials, in order to enhance foot-eye coordination.
Kicking		While approaching a stationary ball, (Student's Name) will independently stop moving and strike the ball with foot, 4 out of 5 trials.
I.C. Skill Themes		With a continuous approach (Student's Name) will strike a stationary ball with foot, 4 out of 5 trials.
First		While standing in a stationary position while a ball is slowly approaching (Student's Name) will visually track and strike the ball with foot, 4 out of 5 trials.
First		While imitating teacher directed balancing statues (Student's Name) will independently demonstrate 3 different balancing statues with at least one base of support lifted for at least 5 seconds each, 4 out of 5 trials in order to enhance balance and body coordination.
Tumbling/Gymnastics		While imitating teacher directed balancing statues (Student's Name) will independently demonstrate 1 balancing statue with at least one base of support lifted for at least 5 seconds, 4 out of 5 trials
I.C. Skill Themes		While imitating teacher directed balancing statues using a stable surface for support (Student's Name) will demonstrate 2 balancing statues with at least one base of support lifted for at least 5 seconds, 4 out of 5 trials
First		While imitating teacher directed balancing statues (Student's Name) will independently demonstrate 2 balancing statues with at least one base of support lifted for at least 5 seconds, 4 out of 5 trials
First	32	Standing in a stationary position while dribbling a ball with the dominant hand, (Student's Name) will demonstrate appropriate force and control by maintaining a bounce at waist height, making contact with the fingers, and by keeping the ball in front or on the side of the body 4 consecutive times, 4 out of 5 trials, in order to enhance ball control skills.
Hand Dribbling		Standing in a stationary position while dribbling a ball with the dominant hand, (Student's Name) will demonstrate appropriate force by maintaining a bounce at waist height for 2 consecutive dribbles, 4 out of 5 trials.
I.C. Skill Themes		Standing in a stationary position while dribbling a ball with the dominant hand, (Student's Name) will demonstrate appropriate force by maintaining a bounce at waist height and control by making contact with the fingers for 4 consecutive dribbles, 4 out of 5 trials.
Second		Standing in a stationary position while dribbling a ball with the dominant hand, (Student's Name) will demonstrate appropriate force and control by maintaining a bounce at waist height, making contact with the fingers, and by keeping the ball in front or on the side of the body 2 consecutive times, 4 out of 5 trials
Second	41	While standing in a stationary position, (Student's Name) will visually track an 8" ball thrown from a distance of 10 feet away and catch the ball with the hands only, 4 out of 5 trials to improve reaction time and body control.
Catching Overhand Thrown Ball		While in a stationary position (Student's Name) will catch with hands an 8" ball bounced from a distance of 6 feet away, 4 out of 5 times.
I.A. Fundamental Movement		While in a stationary position (Student's Name) will catch with hands an 8" ball tossed from a distance of 10 feet away, 4 out of 5 times.
I.C. Skill Themes		While in a stationary position (Student's Name) will use verbal and visual prompting prior to catching with hands an 8" ball thrown from a distance of 6 feet away, 4 out of 5 times.

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Grade	Page #	Goals and Objectives
Second	42	While using a strong grip to hold onto a long implement with two hands (Student's Name) will strike a stationary object 6 – 8" in size, propelling it forward, 4 out of 5 trials, in order to enhance hand-eye coordination.
Striking Object with a Long Handled Implement		With guiding physical prompts (Student's Name) will use an appropriate hand position to hold onto a long implement with two hands when performing a swinging motion towards a stationary object, 4 out of 5 trials,
I.A. Fundamental Movement I.C. Skill Themes		While using a strong grip to hold onto a long implement with two hands (Student's Name) will demonstrate appropriate hand position when performing a swing towards a stationary object, 4 out of 5 trials,
Second		43
Rhythms		When listening to instrumental music with a distinct beat (Student's Name) will smoothly transition between non-locomotor and locomotor movements in time to the music's beat, 4 out of 5 trials in order to enhance body control.
I.B. Creative Movement		When listening to instrumental music with a distinct beat (Student's Name) will demonstrate non-locomotor movements in time to the music's beat 4 out of 5 trials.
		When listening to instrumental music with a distinct beat (Student's Name) will demonstrate locomotor movements in time to the music's beat 4 out of 5 trials.
		When listening to instrumental music with a distinct beat (Student's Name) will imitate a smooth transition between non-locomotor and locomotor movements in time to the music's beat 4 out of 5 trials.
Second	44	While throwing a ball overhand in the direction of a target 30 feet away, (Student's Name) will demonstrate opposition, shoulder rotation and follow through using preferred hand, 4 out of 5 trials, in order to enhance object control skills.
Overhand Throw		While throwing a ball overhand, (Student's Name) will demonstrate stepping forward with either foot, 4 out of 5 trials.
I.A. Fundamental Movement I.C. Skill Themes		While throwing a ball overhand towards a wall at a distance of 10 feet away, (Student's Name) will demonstrate stepping with opposition 4 out of 5 trials.
		While throwing a ball overhand towards a target at a distance of 15 feet away, (Student's Name) will demonstrate opposition and shoulder rotation, 4 out of 5 trials.
		While throwing a ball overhand towards a target at a distance of 20 feet away, (Student's Name) will demonstrate opposition, shoulder rotation, and follow through 4 out of 5 trials.
Second	45	While controlling the body through movement, (Student's Name) will demonstrate 3 different ways to successfully transfer weight, 4 out of 5 trials in order to enhance coordination.
Tumbling/Gymnastics		While controlling the body through movement, (Student's Name) will imitate demonstration of 1 way to transfer weight, 4 out of 5.
I.C. Skill Themes		While controlling the body through movement, (Student's Name) will demonstrate 1 way to transfer weight, 4 out of 5.
		While controlling the body through movement, (Student's Name) will demonstrate 2 different ways to transfer weight, 4 out of 5.
Second	47	While weight shifting to kick a ball (Student's Name) will perform an age appropriate kick of a stationary ball using a rapid continuous approach, 4 out of 5 trials, in order to improve basic ball control with the foot.
Kicking		While weight shifting to kick a ball (Student's Name) will hold onto a stable support to maintain balance, making contact with the ball with the instep, 4 out of 5 trials.
I.A. Fundamental Movement		While weight shifting to kick a ball (Student's Name) will demonstrate kicking a stationary ball by stepping forward with the support foot placed to the side of the ball, 4 out of 5 trials.
		With a slow continuous approach towards a ball (Student's Name) will strike the stationary ball with the foot, 4 out of 5 trials.

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Grade	Page #	Goals and Objectives
Third	53	While performing locomotor skills, (Student's Name) will demonstrate the essential components of leaping over a low obstacle on the floor by taking off on one foot and landing on the other, showing an elongated flight phase, and bringing arms up during flight phase, 4 out of 5 trials, in order to enhance fundamental movement skills.
Leaping I.A. Fundamental Movement		While performing locomotor skills, (Student's Name) will demonstrate an elongated step over a low obstacle on the floor, 4 out of 5 trials.
		While performing locomotor skills, (Student's Name) will demonstrate taking off on one foot and landing on the other, 4 out of 5 trials.
		While performing locomotor skills, (Student's Name) will demonstrate an elongated flight phase and taking off of one foot and landing on the other, 4 out of 5 trials.
Third	54	While moving through space, (Student's Name) will demonstrate dribbling a ball with a hand for 10 seconds, 4 out of 5 trials, in order to enhance ball control.
Hand Dribbling with Moving I.C. Skill Themes		In a stationary position, (Student's Name) will bounce and catch a ball under control with two hands 5 times, 4 out of 5 trials.
		In a stationary position, (Student's Name) will continuously dribble a ball in place 3 consecutive times, 4 out of 5 trials.
		While moving through space, (Student's Name) will continuously dribble a ball for 5 seconds, 4 out of 5 trials.
Third	55	While moving through space, (Student's Name) will use the foot to dribble a ball under control for a distance of 25 feet, 4 out of 5 trials, in order to enhance ball control.
Dribbling with the Foot while Moving I.C. Skill Themes		While moving through space (Student's Name) will visually track and demonstrate 5 consecutive isolated kicks of a ball using the foot, 4 out of 5 trials.
		While moving through space (Student's Name) will demonstrate dribbling by keeping the ball close to the body and maintaining control of the ball for a distance of 10 feet, 4 out of 5 trials.
		While moving through open space, (Student's Name) will dribble a ball under control with the foot for a distance of 15 feet 4 out of 5 trials.
Third	56	While using a long implement for striking (Student's Name) will demonstrate proper grip, ready position, and swing of the implement, 4 out of 5 trials, in order to improve object control for lifetime physical activity.
Handling a Long Implement I.C. Skill Themes		While using a long implement for striking (Student's Name) will demonstrate proper grip, 4 out of 5 trials,
		While using a long implement for striking (Student's Name) will demonstrate proper grip and ready position, 4 out of 5 trials
		When provided partial physical assistance (Student's Name) will demonstrate swinging a long implement properly, 4 out of 5 trials
Third	57	While moving to a beat (Student's Name) will demonstrate a repeating sequence of three rhythmic movements (A/B/C pattern) five consecutive times, 4 out of 5 trials in order to improve rhythmic awareness.
Sequencing Rhythmic Movements I.B. Creative Movements		While moving to a beat (Student's Name) will perform a repeating movement (A pattern) 5 consecutive times, 4 out of 5 trials.
		While moving to a beat (Student's Name) will demonstrate a repeating sequence of two rhythmic movements (A/B pattern) five consecutive times, 4 out of 5 trials
		While moving to a beat (Student's Name) will imitate a repeating sequence of three rhythmic movements (A/B/C pattern) two consecutive times, 4 out of 5 trials

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Grade	Page #	Goals and Objectives
Fourth	65	Using an 8" ball, (Student's Name) will catch a pass from a peer, dribble the ball 3 times and shoot the ball towards a target in a fluid manner 4 out of 5 trials, in order to increase participation in small group games.
Skill Combination		Using an 8" ball (Student's Name) will catch a pass from a peer and dribble the ball 1 time 4 out of 5 trials.
I.C. Skill Themes		Using an 8" ball (Student's Name) will dribble the ball 3 times and shoot the ball towards a target 4 out of 5 trials.
Fourth		Using an 8" ball (Student's Name) will catch a pass from a peer, dribble the ball 3 times and shoot the ball towards a target with hesitation between each skill 4 out of 5 trials.
Fourth	66	While using an understand serving technique (Student's Name) will demonstrate properly holding the object at waist level, stepping with opposition, and making contact with the object towards the designated direction, 4 out of 5 trials in order to improve object control for lifetime physical activity.
Underhand Serve		While using an understand serving technique (Student's Name) will demonstrate properly holding the object at waist level, 4 out of 5 trials
I.C. Skill Themes		While using an understand serving technique (Student's Name) will demonstrate properly holding the object at waist level and stepping with opposition, 4 out of 5 trials
Fourth		While using an understand serving technique (Student's Name) will demonstrate properly holding the object at waist level, stepping with opposition, and making contact with the object, 4 out of 5 trials
Fourth	67	While shooting a basketball from a stationary position (Student's Name) will demonstrate eye contact with the rim, bending and extending at the knees, elbow flexion at 90 degrees, and follow through, 4 out of 5 trials in order to improve accuracy and body coordination.
Shooting a Basketball from a Stationary Position		While shooting a basketball from a stationary position (Student's Name) will demonstrate eye contact with the rim, 4 out of 5 trials
I.C. Skill Themes		While shooting a basketball from a stationary position (Student's Name) will demonstrate eye contact with the rim and bending and extending at the knees, 4 out of 5 trials
Fourth		While shooting a basketball from a stationary position (Student's Name) will demonstrate eye contact with the rim, bending and extending at the knees, and elbow flexion at 90 degrees, 4 out of 5 trials
Fifth	76	While throwing a Frisbee (Student's Name) will demonstrate standing with side orientation to the target, a wrist snap, releasing the Frisbee flat on a horizontal plane and follow through in the direction of a target, 4 out of 5 trials in order to improve basic Frisbee technique for success during games using a Frisbee.
Throwing a Frisbee/Disc		While throwing a Frisbee (Student's Name) will demonstrate standing with side orientation to target and a wrist snap, 4 out of 5 trials.
I.A. Fundamental Movement		While throwing a Frisbee (Student's Name) will demonstrate standing with side orientation to target, a wrist snap, and releasing the Frisbee flat on a horizontal plane, 4 out of 5 trials.
Fifth		While throwing a Frisbee (Student's Name) will demonstrate standing with side orientation to the target, a wrist snap, releasing the Frisbee flat on a horizontal plane, and follow through in any direction, 4 out of 5 trials.
Fifth	77	While on offense during an invasion game (Student's Name) will demonstrate moving to an open space and receiving a pass to advance forward, 4 out of 5 trials in order to improve offensive strategy.
Offensive Strategy for Invasion Games		While on offense during an invasion game (Student's Name) will demonstrate moving to an open space, 4 out of 5 trials.
I.C. Skill Themes		While on offense during a repetitive practice situation (Student's Name) will demonstrate receiving a pass to advance forward, 4 out of 5 trials.
Offensive Strategy for Invasion Games		While on offense during a repetitive practice situation (Student's Name) will demonstrate moving to an open space and receiving a pass advance forward, 4 out of 5 trials.

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Grade	Page #	Goals and Objectives
Fifth	78	During a small sided team invasion game, (Student's Name) will demonstrate basic defensive strategies of proper body positioning and spatial positioning to prevent scoring 3 times during a 5 minute game, 4 out of 5 trials in order to improve defensive strategy.
Defensive Strategy for Invasion Games		During a repetitive practice situation, (Student's Name) will demonstrate an appropriate athletic stance on cue, 4 out of 5 trials.
I.C. Skill Themes		During a repetitive practice situation, (Student's Name) will demonstrate spatial positioning between opponent and goal for the purpose of preventing scoring, 4 out of 5 trials.
		During a small sided team invasion game, (Student's Name) will demonstrate appropriate athletic stance on cue, 4 out of 5 trials.
		During a small sided team invasion game, (Student's Name) will demonstrate basic defensive strategies of proper body positioning and spatial positioning to prevent scoring 1 time during a 5 minute game, 4 out of 5 trials
Fifth	79	In preparation to produce the most appropriate offense during a net/wall activity (Student's Name) will demonstrate proper court positioning to receive the ball, 4 out of 5 trials, in order to improve offensive strategy during lifetime physical activity.
Offensive Strategy for Net/Wall Games		After walking through proper court positioning with a peer or adult 5 times (Student's Name) will independently demonstrate proper court positioning during a repetitive practice situation, 4 out of 5 trials.
I.C. Skill Themes		In preparation to produce the most appropriate offense during a net/wall activity (Student's Name) will use verbal cues and visual aids to demonstrate proper court positioning to receive the ball, 4 out of 5 trials.
		In preparation to produce the most appropriate offense during a net/wall activity (Student's Name) will use visual aids to demonstrate proper court positioning to receive the ball, 4 out of 5 trials.
Fifth	80	While dancing to the Cha-Cha Slide (Student's Name) will demonstrate 4 sequenced steps with the beats of the music for 1 minute, 4 out of 5 trials in order to improve the ability to dance in a social setting.
Rhythmic Movement		While listening to are repetitive beat (Student's Name) will move to the beat of the music for 30 second intervals, 4 out of 5 trials.
I.B. Creative Movement		While dancing to the Cha-Cha Slide with verbal prompting and visual aids (Student's Name) will demonstrate 4 sequenced steps without music 4 out of 5 trials.
		While dancing to the Cha-Cha Slide with visual aids(Student's Name) will demonstrate 4 sequenced steps with the beats of the music for 1 minute, 4 out of 5 trials
Sixth	89	While shooting a layup in basketball (Student's Name) will demonstrate dribbling to the side of the basket, jump up and push the ball to the square on the backboard with hesitation, 4 out of 5 trials, in order to enhance offensive basketball skills.
Shooting a Layup in Basketball		While shooting a layup in basketball (Student's Name) will demonstrate dribbling to the side of the basket in preparation for a layup, 4 out of 5 trials.
I.A. Fundamental Movement		While shooting a layup in basketball (Student's Name) will demonstrate dribbling to the side of the basket and jumping up towards the rim without hesitation, 4 out of 5 trials.
		While standing by the side of the basketball hoop (Student's Name) will push a ball up into the square on the backboard, 4 out of 5 trials.
Sixth	90	While engaged in a game situation for ten minutes (Student's Name) will demonstrate 3 on-the-ball strategies, 4 out of 5 trials in order to solve tactical problems.
On-The-Ball Strategies		While engaged in a game situation for ten minutes (Student's Name) will maintain possession of an object by keeping it in close proximity to the body, 4 out of 5 trials.
I.C. Skill Themes		While engaged in a game situation for ten minutes (Student's Name) will maintain possession of an object by keeping it in close proximity to the body, and look at teammate positioning by keeping the head up, 4 out of 5 trials.
		With verbal cues during a ten minute game (Student's Name) will maintain possession of an object by keeping it in close proximity to the body, look at teammate positioning by keeping the head up, and strategically make a decision to advance the game, 4 out of 5 trials.

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Grade	Page #	Goals and Objectives
Sixth	91	While engaged in a game situation for ten minutes (Student's Name) will demonstrate 3 on-the-ball strategies, 4 out of 5 trials in order to solve tactical problems.
Off-The-Ball-Strategies		While engaged in a game situation for ten minutes (Student's Name) will evade a defender 3 times, 4 out of 5 trials.
I.C. Skill Themes		While engaged in a game situation for ten minutes (Student's Name) will evade a defender and move to open space 3 times, 4 out of 5 trials.
		With verbal cues during a ten minute game (Student's Name) will evade a defender, move to open space and verbally communicate to teammates to gain possession of the object 3 times, 4 out of 5 trials.
Sixth	92	During a physical activity (Student's Name) will demonstrate combining two skills without hesitation, 4 out of 5 trials in order to enhance creativity of movement.
Integrated Movement		With verbal and visual prompts during a repetitive practice situation (Student's Name) will demonstrate combining two skills with some hesitation, 4 out of 5 trials.
I.B. Creative Movement		With verbal and visual prompts during a repetitive practice situation (Student's Name) will demonstrate smooth transition while combining two skills, 4 out of 5 trials.
		With verbal and visual prompts during a physical activity (Student's Name) will demonstrate smooth transition while combining two skills, 4 out of 5 trials.
Seventh	101	While striking an object (Student's Name) will hit the target ___ feet away, 4 out of 5 trials in order to enhance hand-eye coordination and accuracy.
Accuracy with Hand or Implement		While striking an object with verbal cues and partial physical assistance (Student's Name) will hit the target ___ feet away, 4 out of 5 trials.
I.A. Effects on Objects		While striking an object with verbal cues (Student's Name) will hit the target ___ feet away, 4 out of 5 trials.
		While striking an object (Student's Name) will hit the target ___ feet away, 4 out of 5 trials
Seventh	102	While engaged in a game situation (Student's Name) will demonstrate gaining defensive position with close proximity to the opponent, 4 out of 5 trials in order to enhance defensive tactical strategy.
Defensive Tactical Skills		While engaged in a repetitive practice situation with verbal cues (Student's Name) will gain defensive position to prevent advancement of the ball, 4 out of 5 trials.
I.C. Skill Themes		While engaged in a game situation (Student's Name) will gain defensive position to prevent advancement of the ball, 4 out of 5 trials.
		While engaged in a game situation with verbal cues (Student's Name) will demonstrate gaining defensive position with close proximity to the opponent, 4 out of 5 trials
Seventh	103	While engaged in a game situation (Student's Name) will demonstrate recognizing the current situation and making a move towards advancing play to gain an advantage, 4 out of 5 trials in order to enhance offensive tactical strategy.
Offensive Tactical Skills		While engaged in a repetitive practice situation with verbal prompts (Student's Name) will demonstrate recognizing the current situation, 4 out of 5 trials.
I.C. Skill Themes		While engaged in a game situation (Student's Name) will demonstrate recognizing the current situation, 4 out of 5 trials.
		While engaged in a game situation with verbal prompts (Student's Name) will demonstrate recognizing the current situation and making a move towards advancing play to gain an advantage, 4 out of 5 trials.

Standard One: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skill effectively in skill themes, and applying skills.		
Grade	Page #	Goals and Objectives
Eighth	110	While in a game situation (Student's Name) will demonstrate a ready position and proper technique of bumping, 4 out of 5 trials, in order to improve active participation during a recreational game of volleyball.
Volleyball Skills		While in a repetitive practice situation with verbal and visual prompts (Student's Name) will demonstrate a ready position, 4 out of 5 trials.
I.C. Skill Themes		While in a game situation with verbal and visual prompts (Student's Name) will demonstrate a ready position, 4 out of 5 trials.
Eighth		While in a repetitive practice situation with verbal and visual prompts (Student's Name) will demonstrate the proper bumping technique, 4 out of 5 trials.
Eighth	111	After observing and assessing a peer on 4 specific cues (Student's Name) will give appropriate corrective feedback in a respectful manner, 4 out of 5 trials in order to increase knowledge of skill performance.
Peer Assessment		After observing and assessing a peer on 2 specific cues (Student's Name) will give appropriate corrective feedback in a respectful manner with adult prompting, 4 out of 5 trials.
I.A. Fundamental Movement		After observing and assessing a peer on 2 specific cues (Student's Name) will give appropriate corrective feedback in a respectful manner, 4 out of 5 trials.
I.A. Fundamental Movement		After observing and assessing a peer on 4 specific cues (Student's Name) will give appropriate corrective feedback in a respectful manner with adult prompting, 4 out of 5 trials.
High School	119	When presented a list of lifelong fitness activities (Student's Name) will select 3 activities of enjoyment and 1 favorite activity, 4 out of 5 times the list is presented, in order to gain value for leading an active healthy lifestyle.
Personal Lifelong Fitness Selection		When presented the teacher's list of enjoyable lifelong fitness activities (Student's Name) will point to the activities highlighted and find the activity indicated as being the favorite, 4 out of 5 times the list is presented.
I.A. Fundamental Movement		When presented a list of lifelong fitness activities (Student's Name) will select 3 activities of enjoyment with adult assistance, 4 out of 5 times the list is presented.
I.C. Skill Themes		When presented a list of lifelong fitness activities (Student's Name) will select 3 activities of enjoyment and 1 favorite activity with adult assistance, 4 out of 5 times the list is presented.
Standard Two: Biomechanical Principals - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.		
Pre-K/Kindergarten	4	During a prerequisite activity for a locomotor skill (Student's Name) will independently maintain static standing balance on one foot for 5 seconds, 4 out of 5 seconds in order to improve body coordination and develop the skills needed for hopping.
Hopping		While holding onto a stable object with two hands (Student's Name) will maintain standing static balance on one foot for 3 seconds, 4 out of 5 trials.
II.B. Balance		While holding onto a stable object with two hands (Student's Name) will maintain standing static balance on one foot for 5 seconds, 4 out of 5 trials.
II.B. Balance		During a prerequisite activity for hopping (Student's Name) will independently maintain static standing balance on one foot for 3 seconds, 4 out of 5 trials.
Pre-K/Kindergarten	7	While safely moving through space (Student's Name) will demonstrate changing directions and speeds, 4 out of 5 trials in order to improve overall spatial awareness and safety in a physical activity setting.
Spatial Awareness		While in constant motion (Student's Name) will move safely throughout the environment with the head up and eyes looking, 4 out of 5 lessons.
II.A. Effects on Objects		While in constant motion (Student's Name) will change directions and safely move throughout the environment, 4 out of 5 lessons.
II.A. Effects on Objects		While in constant motion (Student's Name) will change speeds and safely move throughout the environment, 4 out of 5 lessons.

Standard Two: Biomechanical Principals - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.		
Grade	Page #	Goals and Objectives
Pre-K/Kindergarten	8	During a lesson (Student's Name) will move with body control at various levels in order to demonstrate appropriate personal spatial awareness, 4 out of 5 lessons.
Personal Spatial Awareness		During a lesson (Student's Name) safely raises and lowers center of gravity to avoid obstacles, 4 out of 5 lessons.
II.A. Effects on Objects		During a lesson (Student's Name) demonstrates non-locomotor movements maintaining personal space, 4 out of 5 lessons.
		During a lesson (Student's Name) is able to change levels to avoid obstacles, 4 out of 5 lessons.
		During a lesson (Student's Name) makes adjustments to maintain personal space, 4 out of 5 lessons.
Pre-K/Kindergarten	18	During a balancing activity (Student's Name) will alternate feet walking along a line that is less than five inches wide for a distance of six feet, 4 out of 5 trials in order to improve their dynamic balance.
Dynamic Balance		During a balancing activity (Student's Name) will walk while following a line with a wide base of support (foot placement on either side of the line) for 6 feet, 4 out of 5 trials.
II.B. Balance		During a balancing activity (Student's Name) will walk while following a line where only one foot makes contact with the line for a distance of 6 feet, 4 out of 5 trials.
		During a balancing activity (Student's Name) will walk while following a line without changing the lead foot either facing sideways or forward for a distance of 6 feet, 4 out of 5 trials.
		During a balancing activity (Student's Name) will alternate feet while walking along a line for a distance of 3 feet, 4 out of 5 trials.
First	25	While hopping forward (Student's Name) will demonstrate dynamic balance for 2 consecutive hops, 4 out of 5 trials in order to enhance balance and body coordination.
Hopping		While hopping in place (Student's Name) will demonstrate a controlled flight phase for 2 consecutive hops, 4 out of 5 trials.
II.B. Balance		While hopping in place (Student's Name) will keep their non-support leg behind their body for 2 consecutive hops, 4 out of 5 trials.
		While hopping in place (Student's Name) will complete 3 consecutive hops, 4 out of 5 trials.
First	32	While controlling a ball with the dominant hand (Student's Name) will demonstrate appropriate force and control to dribble a ball at waist height, 2 consecutive times in place 4 out of 5 trials in order to enhance object control and hand-eye coordination.
Hand Dribbling		While controlling a ball with the hand (Student's Name) will demonstrate the ability to bounce and catch a ball in place, 2 consecutive times, 4 out of 5 trials.
II.A. Effects on Objects		While bouncing a ball with the hand (Student's Name) will demonstrate 2 consecutive dribbles with limited control and uncontrollable force production, 4 out of 5 trials.
		While controlling a ball with the dominant hand (Student's Name) will demonstrate consistent force to dribble a ball, 2 consecutive times in place 4 out of 5 trials.
First	33	While throwing various sized and weighted objects towards targets at various distances (Student's Name) will demonstrate propelling the object within 2 feet of each target, 4 out of 5 trials in order to improve the ability to produce appropriate forces based on specific scenarios.
Force Production		While throwing various sized and weighted objects towards targets 6 feet away (Student's Name) will demonstrate propelling the objects within 2 feet of the targets, 4 out of 5 trials.
II.A. Effects on Objects		While throwing various sized and weighted objects towards targets 30 feet away (Student's Name) will demonstrate propelling the objects within 2 feet of the targets, 4 out of 5 trials.
		While throwing various sized and weighted objects towards targets at various distances (Student's Name) will demonstrate propelling the object within 2 feet of each target with verbal and visual prompting, 4 out of 5 trials

Standard Two: Biomechanical Principals - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Grade	Page #	Goals and Objectives
Second	41	While catching a 4" to 8" ball thrown overhand from a distance of 10 feet (Student's Name) will absorb the force by using the hands to bring the ball to the body, 4 out of 5 trials in order to improve catching and hand-eye coordination.
Catching Overhand Thrown Ball		In preparation to catch an object (Student's Name) will demonstrate a ready position for catching a ball by placing hands and arms in front of body, 4 out of 5 trials.
II.A. Effects on Objects		While standing stationary demonstrating a ready position (Student's Name) will catch a 4" to 8" ball with hands and body from a distance of 6 feet away, 4 out of 5 trials.
		When catching a 4" to 8" ball thrown overhand from a distance of 6 feet (Student's Name) will demonstrate proper hand position (pinkies close together when ball is low/thumbs close together when ball is high), 4 out of 5 trials.
Second	46	During a balancing activity (Student's Name) will imitate 2 symmetrical and 2 asymmetrical body positions presented by the teacher or a peer, 4 out of 5 trials in order to improve their static balance.
Balance		During a physical activity (Student's Name) will focus on the teacher or a peer and imitate 4 separate basic body positions, 4 out of 5 trials
II.B. Balance		During a balancing activity (Student's Name) will maintain balance while imitating 2 symmetrical body positions presented by the teacher or a peer, 4 out of 5 trials.
		During a balancing activity (Student's Name) will maintain balance while imitating 2 asymmetrical body positions presented by the teacher or a peer, 4 out of 5 trials.
Third	58	While throwing a tennis ball overhand for specific distances of 10, 20 and 30 feet away (Student's Name) will demonstrate how speed of arm movement increases or decreases distance by propelling the ball to the specific distance indicated, 4 out of 5 trials in order to improve the ability to produce the appropriate amount of force for a specific task.
Force Production		During a repetitive practice activity with verbal and visual assistance (Student's Name) will demonstrate faster arm movement when throwing a tennis ball for a distance of 30 feet than for 10 feet, 4 out of 5 trials.
II.A. Effects on Objects		During a repetitive practice activity (Student's Name) will demonstrate faster arm movement when throwing a tennis ball for a distance of 30 feet than for 10 feet, 4 out of 5 trials.
		While throwing a tennis ball overhand for a various distances (Student's Name) will demonstrate faster arm movement for the further distance, 4 out of 5 trials.
Fourth	68	While dribbling a ball with the hand in movement (Student's Name) will demonstrate the laws of action and reaction by changing direction and speeds without losing control for 1 minute, 4 out of 5 trials in order to improve object control and reaction time.
Object Manipulation		During a repetitive practice activity with verbal and visual prompts (Student's Name) will demonstrate smoothly changing direction while dribbling a ball with the hand in movement, 4 out of 5 trials.
II.A. Effects on Objects		During a repetitive practice activity with verbal and visual prompts (Student's Name) will demonstrate smoothly changing speeds while dribbling a ball with the hand in movement, 4 out of 5 trials.
		While dribbling a ball with the hand in movement (Student's Name) will demonstrate the laws of action and reaction by changing direction and speeds without losing control for 30 seconds, 4 out of 5 trials
Fifth	81	While throwing 3 different weighted objects (Student's Name) will demonstrate propelling all the objects for a distance of between 15 and 20 feet, 4 out of 5 trials in order to improve the ability to produce the appropriate amount of force for a specific distance
Throwing Various Objects		While throwing a tennis ball (Student's Name) will demonstrate propelling it for a distance of between 10 and 20 feet, 4 out of 5 trials
II.A. Effects on Objects		While throwing a softball (Student's Name) will demonstrate propelling it for a distance of between 10 and 20 feet, 4 out of 5 trials
		While throwing a shot-put (Student's Name) will demonstrate propelling it for a distance of between 10 and 20 feet, 4 out of 5 trials

Standard Two: Biomechanical Principals - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.		
Grade	Page #	Goals and Objectives
Sixth	93	While engaged in a group practice activity, (Student's Name) will appropriately receive two different size and weighted objects passed from a distance of 8 feet away, 4 out of 5 trials in order to demonstrate the understanding of force absorption.
Force Absorption		With minimal physical prompts during a group practice activity, (Student's Name) will appropriately receive an object passed from a distance of 5 feet away, 4 out of 5 trials.
II.A. Effects on Objects		With verbal prompting during a group practice activity, (Student's Name) will appropriately receive one object passed from a distance of 8 feet away, 4 out of 5 trials.
		With verbal and visual prompting during a group physical activity, (Student's Name) will appropriately receive two different size and weighted objects passed from a distance of 8 feet away, 4 out of 5 trials.
Seventh	104	During a routine practice skill, (Student's Name) will maintain balance and center of gravity while transitioning from a static athletic stance into a dynamic athletic stance, 4 out of 5 trials in order to improve pre-requisite skills necessary for participating in a game situation.
Body Positioning		While standing in place, (Student's Name) will demonstrate on command and without hesitation a static athletic stance, 4 out of 5 trials.
II.B. Balance		While running in an open area, (Student's Name) will demonstrate on command and without hesitation an athletic stance, 4 out of 5 trials.
		With verbal and visual prompting during a routine practice skill, (Student's Name) will demonstrate with minimal hesitation, transitioning from a static to dynamic athletic stance, 4 out of 5 trials.
Eighth	112	After observing the same running route of a peer 3 times, (Student's Name) will lead the running peer with a thrown an object, 4 out of 5 trials, where the peer has a chance at catching it, in order to demonstrate a higher level of throwing accuracy.
Throwing to a Moving Target		With visual prompting of a peer routinely walking the same route, a stationary visual target at the end of the route, and a verbal prompt (Student's Name) will throw an object at the appropriate time, 4 out of 5 trials so the peer has a chance at catching it.
II.A. Effects on Objects		With visual prompting of a peer routinely walking the same route and a stationary visual target at the end of the route, (Student's Name) will throw an object at the appropriate time, 4 out of 5 trials so the peer has a chance at catching it.
		With visual prompting of a peer routinely running the same route and a verbal prompt, (Student's Name) will throw an object at the appropriate time, 4 out of 5 trials so the peer has a chance at catching it.
High School	120	Given three different size and weighted objects, (Student's Name) will propel each object and hit the same target 10 feet away, 4 out of 5 trials in order to demonstrate the understanding of how mass and acceleration are interconnected with force production.
Laws of Motion and Performance		While propelling two objects with extreme differences in size towards a target 10 feet away, (Student's Name) will independently make the necessary and reasonable adjustments to his distance to successfully hit the target with each object, 4 out of 5 trials.
II.A. Effects on Objects		Given the verbal direction to choose one of three objects with differences in weight, (Student's Name) will choose the appropriate object that can be propelled a distance of 20 feet, 4 out of 5 trials.
		With demonstration and verbal prompting, (Student's Name) will use varying force production to propel three different objects in size and weight to hit the same target 10 feet away, 4 out of 5 trials.
Standard Three: Motor Learning Principals - Students will demonstrate the ability to motor skill principles to learn and develop proficiency through frequent practice in which skills are repeatedly performed correctly in a variety of situations.		
Pre-K/Kindergarten	17	While imitating the teacher (Student's Name) will smoothly transition between 2 unilateral, bilateral, and crossing midline movements randomly sequenced in order, 4 out of 5 trials in order to improve the attention span and body coordination.
Imitation		While imitating the teacher (Student's Name) will demonstrate 2 unilateral and 2 bilateral movements, 4 out of 5 trials
III.A. Appropriate Practices		While imitating the teacher (Student's Name) will slowly transition with some hesitation between 2 unilateral, 2 bilateral and crossing midline movements with hesitation during transition, 4 out of 5 trials
		While imitating the teacher (Student's Name) will smoothly transition between 2 unilateral, bilateral, and crossing midline movements sequenced in that order, 4 out of 5 trials.

Standard Three: Motor Learning Principals - Students will demonstrate the ability to motor skill principles to learn and develop proficiency through frequent practice in which skills are repeatedly performed correctly in a variety of situations.		
Grade	Page #	Goals and Objectives
First	34	While performing a specific skill (Student's Name) will demonstrate 3 critical cues previously reviewed and discussed 4 out of 5 trials in order to improve the ability to practice and refine skill performance.
Skill Cues		While practicing a specific skill (Student's Name) will imitate the teacher or a peer performing 3 critical cues previously reviewed and discussed, 4 out of 5 trials.
III.A. Appropriate Practices		While observing the teacher or a peer performing a specific skill (Student's Name) will verbally identify or choosing pictures of 3 critical cues of the skill, 4 out of 5 trials.
		While performing a specific skill with verbal and visual prompts (Student's Name) will demonstrate 3 critical cues previously reviewed and discussed, 4 out of 5 trials.
Second	48	While imitating movement forms (Student's Name) will apply one correction based on verbal and/or visual corrective feedback repeated 3 times or less, 4 out of 5 trials in order to improve skill performance.
Corrective Feedback		While imitating movement forms (Student's Name) will tolerate and accept partial physical assistance with verbal and/or visual corrective feedback without hesitation, 4 out of 5 trials
III.B. Corrective Feedback		While imitating movement forms with partial physical assistance (Student's Name) will apply one correction based on verbal and/or visual corrective feedback repeated 3 times or less, 4 out of 5 trials
		While imitating movement forms (Student's Name) will apply one correction based on verbal and/or visual corrective feedback repeated 5 times or less, 4 out of 5 trials
Third	59	While engage in a 10 minute physical activity (Student's Name) will independently provide positive feedback to peers 2 times without any negative feedback, 4 out of 5 trials in order to enhance personal-social interactions.
Peer Feedback		While engage in a 10 minute physical activity with verbal prompting and role modeling (Student's Name) will provide positive feedback to peers 2 times without any negative feedback, 4 out of 5 trials
III.B. Corrective Feedback		While engage in a 10 minute physical activity with verbal prompting (Student's Name) will provide positive feedback to peers 2 times without any negative feedback, 4 out of 5 trials
		While engage in a 10 minute physical activity (Student's Name) will independently provide positive feedback to peers 1 times without any negative feedback, 4 out of 5 trials
Fourth	69	After observing a peer performing a specific skill (Student's Name) will provide appropriate corrective feedback on two cues to the peer, 4 out of 5 trials in order to enhance personal-social skills and a better understanding for skill development.
Corrective Feedback		After observing a peer performing a specific skill (Student's Name) will provide corrective feedback through verbal and visual imitation of the teacher or a peer, 4 out of 5 trials.
III.B. Corrective Feedback		After observing a peer performing a specific skill (Student's Name) will provide corrective feedback with verbal and visual prompts, 4 out of 5 trials.
		After observing a peer performing a specific skill (Student's Name) will provide corrective feedback on one cue to the peer, 4 out of 5 trials.
Fifth	82	After demonstrating a skill (Student's Name) will accept and apply corrective feedback on up to 3 skill cues, 4 out of 5 trials in order to demonstrate and understand improvement through practice and adherence.
Corrective Feedback		After demonstrating a skill (Student's Name) will tolerate and accept partial physical assistance with verbal and/or visual corrective feedback without hesitation, 4 out of 5 trials
III.B. Corrective Feedback		After demonstrating a skill (Student's Name) will accept and attempt to apply verbal and/or visual corrective feedback on up to 2 skill cues, 4 out of 5 trials
		After demonstrating a skill (Student's Name) will accept and apply corrective feedback on 2 out of 3 skill cues, 4 out of 5 trials

Standard Three: Motor Learning Principals - Students will demonstrate the ability to motor skill principles to learn and develop proficiency through frequent practice in which skills are repeatedly performed correctly in a variety of situations.		
Grade	Page #	Goals and Objectives
Sixth	94	After provided instruction and demonstration on specific cues for a skill (Student's Name) will independently demonstrate an appropriate practice technique in a closed skill setting, 4 out of 5 trials in order to recognize that improvement occurs through practice and time.
Appropriate Practice		After provided instruction and demonstration on specific cues for a skill (Student's Name) will imitate appropriate practice techniques of the teacher or peers in a closed skill setting, 4 out of 5 trials
III.A. Appropriate Practice		After provided instruction and demonstration on specific cues for a skill (Student's Name) will attempt to demonstrate appropriate practice techniques in a closed skill setting, 4 out of 5 trials
		After provided instruction and demonstration on specific cues for a skill (Student's Name) will demonstrate an appropriate practice technique with verbal and/or visual prompts in a closed skill setting, 4 out of 5 trials
Seventh	105	After observing a peer's performance of a skill (Student's Name) will communicate 3 skill components and provide 1 positive feedback comment to the peer, 4 out of 5 trials in order to improve skill analysis for personal development.
Self and Peer Assessment		After observing a peer's performance of a skill (Student's Name) will receive verbal and visual prompts to communicate two skill components to the peer, 4 out of 5 trials
III.B. Corrective Feedback		After observing a peer's performance of a skill (Student's Name) will communicate one skill component and one positive feedback comment to the peer, 4 out of 5 trials
		After observing a peer's performance of a skill (Student's Name) will receive verbal prompts to communicate 3 skill components and provide 1 positive feedback comment to the peer, 4 out of 5 trials
Eighth	113	While analyzing a skill assessment (Student's Name) will recognize 2 areas of improvement, 4 out of 5 trials in order to create an improvement plan for further skill development.
Skill Improvement		While analyzing a skill assessment (Student's Name) will communicate the skill being assessed and the cues taught for the skill, 4 out of 5 trials
III.B. Corrective Feedback		While analyzing a skill assessment (Student's Name) will receive verbal and visual prompts to recognize 1 area of improvement, 4 out of 5 trials
		While analyzing a skill assessment (Student's Name) will recognize 1 area of improvement, 4 out of 5 trials
High School	121	After selecting a personally preferred skill or activity (Student's Name) will independently develop an appropriate practice plan that indicates where to practice, who to practice with, when to practice and one practice activity, 4 out of 5 trials in order to enhance the opportunity to lead an active healthy lifestyle.
Implement Practice Plan		After selecting a personally preferred skill or activity (Student's Name) will receive verbal prompting to develop an appropriate practice plan that indicates where to practice and who to practice with, 4 out of 5
III.A. Appropriate Practices		After selecting a personally preferred skill (Student's Name) will receive verbal prompting to develop an appropriate practice plan that indicates where to practice, who to practice with, when to practice and one practice activity, 4 out of 5
		After selecting a personally preferred skill (Student's Name) will independently develop an appropriate practice plan that indicates where to practice and who to practice with, 4 out of 5

Standard Four: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

Grade	Page #	Goals and Objectives
Pre-K/Kindergarten	19	When presented a list of physical activities (Student's Name) will Identify and demonstrate without hesitation one preferred activity, 4 out of 5 trials in order to promote living an active healthy lifestyle.
Promoting Fitness		When presented a physical activity (Student's Name) will demonstrate full participation without hesitation, 4 out of 5 trials
IV.C. Components of Fitness		When presented three options of physical activities (Student's Name) will receive verbal prompts to choose one preferred activity, 4 out of 5 trials
		When presented a list of physical activities (Student's Name) will receive verbal prompts to Identify and demonstrate one preferred activity, 4 out of 5 trials
First	35	When presented a list of physical activities (Student's Name) will Identify one cardiorespiratory activity and demonstrate it without hesitation, 4 out of 5 trials in order to promote living an active healthy lifestyle.
Promoting Fitness		When presented a cardiorespiratory activity (Student's Name) will demonstrate full participation without hesitation, 4 out of 5 trials
IV.C. Components of Fitness		When presented three options of physical activities (Student's Name) will receive verbal prompts to identify one cardiorespiratory activity, 4 out of 5 trials
		When presented a list of physical activities (Student's Name) will receive verbal prompts to Identify one cardiorespiratory activity and demonstrate the activity, 4 out of 5 trials
First	36	When engaged in a task or discussion with the theme of nutrition (Student's Name) will independently identify 2 nutritious and 2 junk food items, 4 out of 5 trials in order to increase healthy food choices for a healthy lifestyle.
Nutrition		When engaged in a task or discussion with the theme of nutrition (Student's Name) will receive verbal and visual prompts to identify 2 nutritious food items, 4 out of 5 trials
IV.E. Nutrition and Physical Activity		When engaged in a task or discussion with the theme of nutrition (Student's Name) will receive verbal and visual prompts to identify 2 junk food items, 4 out of 5 trials
		When engaged in a task or discussion with the theme of nutrition (Student's Name) will receive visual prompts to identify 2 nutritious and 2 junk food items, 4 out of 5 trials
First	37	After engaging in moderate to vigorous physical activity, (Student's Name) will independently locate the pulse with the correct fingers, 4 out of 5 trials in order to determine the heart's response to aerobic activity.
Effects of Physical Activity		After engaging in moderate to vigorous physical activity, (Student's Name) will receive partial physical assistance and verbal prompting to locate the pulse with the correct fingers, 4 out of 5
IV.A. Effects of Physical Activity on the Body		After engaging in moderate to vigorous physical activity, (Student's Name) will receive verbal prompting to imitate locating the pulse with the correct fingers, 4 out of 5
		After engaging in moderate to vigorous physical activity, (Student's Name) will receive verbal prompting to locate the pulse with the correct fingers, 4 out of 5
Second	49	After engaging in an activity with a short burst of energy or explosive power, (Student's Name) will independently locate the pulse with the correct fingers, 4 out of 5 trials in order to determine the heart's response to anaerobic activity.
Effects of Physical Activity		After engaging in an activity with a short burst of energy or explosive power, (Student's Name) will receive partial physical assistance and verbal prompting to locate the pulse with the correct fingers, 4 out of 5
IV.A. Effects of Physical Activity on the Body		After engaging in an activity with a short burst of energy or explosive power, (Student's Name) will receive verbal prompting to imitate locating the pulse with the correct fingers, 4 out of 5
		After engaging in an activity with a short burst of energy or explosive power, (Student's Name) will receive verbal prompting to locate the pulse with the correct fingers, 4 out of 5

Standard Four: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

Grade	Page #	Goals and Objectives
Third	60	When engaged in a task or discussion with the theme of nutrition (Student's Name) will sort 5 food items into two sections (increased energy for an extended period of time versus increased energy for a short period of time), 4 out of 5 trials in order to enhance physical activity time.
Nutrition and Physical Activity IV.E. Nutrition and Physical Activity		When engaged in a task or discussion with the theme of nutrition (Student's Name) will receive verbal and visual prompts to identify 3 nutritious foods that increase energy for an extended period of time, 4 out of 5 trials
		When engaged in a task or discussion with the theme of nutrition (Student's Name) will receive verbal and visual prompts to identify 3 junk food items that increase energy for an short period of time, 4 out of 5 trials
		When engaged in a task or discussion with the theme of nutrition (Student's Name) will receive verbal prompting to sort 5 food items into two sections (increases energy for an extended period of time versus increases energy for a short period of time), 4 out of 5 trials
Third	61	After engaged in 4 physical activities with various levels of intensity (Student's Name) will correctly indicate which type of activities required high intensity versus the activities that allowed for low intensity, 4 out of 5 trials in order to increase the knowledge for appropriate practice using the F.I.T.T guidelines.
Intensity and Type IV.B. FITT Guidelines		After engaged in an activity (Student's Name) will receive verbal prompting to correctly indicate if the activity required high intensity or low intensity, 4 out of 5 trials
		After engaged in 2 activities with different levels of intensity (Student's Name) will receive verbal and visual prompting to correctly indicate which type of activities required high intensity versus the activities that allowed for low intensity, 4 out of 5 trials
		After engaged in 4 activities with various levels of intensity (Student's Name) will receive verbal and visual prompting to correctly indicate which type of activities required high intensity versus the activities that allowed for low intensity, 4 out of 5 trials
Fourth	70	Prior to engaging in 4 physical activities (Student's Name) will indicate how much time should be allotted for each activity for safe practice, enjoyment and skill enhancement, 4 out of 5 trials in order to promote continued adherence to participation in physical activity.
Intensity, Type, Time IV.B. FITT Guidelines		Prior to engaging in a physical activity (Student's Name) will receive verbal prompting to indicate how much time would be appropriate engagement for safe practice, enjoyment and skill enhancement, 4 out of 5 trials.
		Prior to engaging in 2 physical activities (Student's Name) will receive verbal prompting to indicate how much time should be allotted for each activity for safe practice, enjoyment and skill enhancement, 4 out of 5 trials
		Prior to engaging in 4 physical activities (Student's Name) will receive verbal prompting to indicate how much time should be allotted for each activity for safe practice, enjoyment and skill enhancement, 4 out of 5 trials
Fourth	71	When engaged in a task or discussion with the theme of hydration (Student's Name) will indicate water exits the body through sweating, water is a major liquid for rehydration and consumption should be before, during and after the physical activity, 4 out of 5 trials in order to safely participate in physical activity.
Hydration IV.E. Nutrition and Physical Activity		When engaged in a task or discussion with the theme of hydration (Student's Name) will indicate water exits the body through sweating, 4 out of 5 trials
		When engaged in a task or discussion with the theme of hydration (Student's Name) will indicate water exits the body through sweating and is a major liquid for rehydration, 4 out of 5 trials
		When engaged in a task or discussion with the theme of hydration (Student's Name) will indicate consumption of water should be before, during and after the physical activity, 4 out of 5 trials

Standard Four: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.		
Grade	Page #	Goals and Objectives
Fifth	83	During an aerobic warm up and a cool-down (Student's Name) will indicate one impact each has on the cardiorespiratory system, 4 out of 5 trials in order to prepare the body for vigorous movement and prevent injury.
Exercise Effects on the Body		When engaged in a task or discussion (Student's Name) will indicate that the warm-up is important before physical activity and a cool-down after, 4 out of 5 trials
IV.A. Effects of Physical Activity on the Body		Prior to an aerobic warm up (Student's Name) will receive verbal prompting to indicate that it prepares the cardiorespiratory system for safe vigorous movement, 4 out of 5 trials
		After a cool down (Student's Name) will receive verbal prompting to indicate that it safely relaxes the cardiorespiratory system for injury prevention, 4 out of 5 trials
Fifth	84	After identifying one area of fitness that needs improvement (Student's Name) will indicate and demonstrate the frequency and type of activity indicated in a personal practice plan, 4 out of 5 trials in order to enhance the knowledge for development and execution of personal fitness plan.
F.I.T.T Guidelines		When engaged in a task or discussion (Student's Name) will receive verbal prompting to identify one area of fitness needed for improvement, 4 out of 5 trials.
IV.B. FITT Guidelines		After identifying one area of fitness that needs improvement (Student's Name) will receive verbal prompting to indicate and demonstrate an appropriate type of activity for a personal practice plan, 4 out of 5 trials
		After identifying one area of fitness that needs improvement (Student's Name) will receive verbal prompting to indicate and demonstrate an appropriate frequency for the type of activity in the personal practice plan, 4 out of 5 trials
Sixth	95	While engaged in physical activity (Student's Name) will indicate the knowledge for the training principals of progression, regularity and individuality, 4 out of 5 trials in order to improve safe appropriate practice for fitness enhancement.
Training Principles		While engaged in physical activity (Student's Name) will receive verbal prompting to indicate the knowledge for the training principal of progression, 4 out of 5 trials
IV.B. FITT Guidelines		While engaged in physical activity (Student's Name) will receive verbal prompting to indicate the knowledge for the training principal of regularity, 4 out of 5 trials
		While engaged in physical activity (Student's Name) will receive verbal prompting to indicate the knowledge for the training principal of individuality, 4 out of 5 trials
Sixth	96	While engaged in physical activity (Student's Name) will independently identify 4 skill-related fitness components and correctly demonstrate each component, 4 out of 5 trials in order to improve practice and training that leads to a healthy active lifestyle.
Skill-Related Fitness		While engaged in physical activity (Student's Name) will receive verbal and visual prompting to identify 1 skill-related fitness component and correctly demonstrate the component, 4 out of 5 trials
IV.C. Components of Fitness		While engaged in physical activity (Student's Name) will receive verbal prompting to identify 2 skill-related fitness component and correctly demonstrate the component, 4 out of 5 trials
		While engaged in physical activity (Student's Name) will independently identify 2 skill-related fitness component and correctly demonstrate the component, 4 out of 5 trials

Standard Four: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

Grade	Page #	Goals and Objectives
Sixth	97	When engaged in a task or discussion on wellness (Student's Name) will independently indicate relaxation and a healthy attitude as two principles and one healthy strategy for each, 4 out of 5 trials in order to develop and maintain a balanced lifestyle.
Wellness		When engaged in a task or discussion on wellness (Student's Name) will receive verbal prompting to indicate relaxation as one wellness principle, 4 out of 5 trials
IV.D. Benefits of Physical Activity		When engaged in a task or discussion on wellness (Student's Name) will receive verbal prompting to indicate relaxation and a healthy attitude as two wellness principles, 4 out of 5 trials
		When engaged in a task or discussion on wellness (Student's Name) will receive verbal prompting to indicate relaxation and a healthy attitude as two principles and indicate one healthy strategy for each, 4 out of 5 trials
Seventh	106	After choosing an activity related to one of the health-related fitness components (Student's Name) will independently practice a realistic goal developed using 3 of 4 F.I.T.T guidelines, 4 out of 5 trials in order to enhance value for goal setting and exercise adherence.
F.I.T.T Guidelines		After choosing an activity related to one of the health-related fitness components (Student's Name) will receive partial physical assistance, verbal and visual prompting to practice a realistic goal developed using 3 of 4 F.I.T.T guidelines, 4 out of 5 trials
IV.B FITT Guidelines		After choosing an activity related to one of the health-related fitness components (Student's Name) will receive close supervision and verbal prompts to practice a realistic goal developed using 3 of 4 F.I.T.T guidelines, 4 out of 5 trials
		After choosing an activity related to one of the health-related fitness components (Student's Name) will receive verbal prompts to practice a realistic goal developed using 3 of 4 F.I.T.T guidelines, 4 out of 5 trials
Eighth	114	After developing and implementing a personal fitness plan, (Student's Name) will receive guided support for demonstrating 3 reflective strategies, 4 out of 5 trials in order to enhance the understanding for the full personal fitness plan process.
Personal Fitness		After developing and implementing a personal fitness plan, (Student's Name) will receive step by step verbal prompting to review the plan, 4 out of 5 trials
IV.C. Components of Fitness		After developing and implementing a personal fitness plan, (Student's Name) will receive guided support to review the plan and step by step verbal prompting to refine the plan, 4 out of 5 trials
		After developing and implementing a personal fitness plan, (Student's Name) will receive guided support to review and refine the plan with step by step verbal prompting to re-implement the plan, 4 out of 5 trials
High School	122	Using a personal fitness plan with 3 training principles intergraded within (Student's Name) will demonstrate independent practice, 4 out of 5 trials in order to investigate the effect the principles have on improvement.
Effects of Physical Activity		Using a personal fitness plan with 1 training principle intergraded within (Student's Name) will receive visual prompts to demonstrate appropriate practice, 4 out of 5 trials
IV.A. Effects of Physical Activity on the Body		Using a personal fitness plan with 2 training principle intergraded within (Student's Name) will receive visual prompts to demonstrate appropriate practice, 4 out of 5 trials
		Using a personal fitness plan with 3 training principle intergraded within (Student's Name) will receive visual prompts to demonstrate appropriate practice, 4 out of 5 trials

Standard Four: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.		
Grade	Page #	Goals and Objectives
High School	123	When feeling stressed or while practicing a stress relieving strategy (Student's Name) will independently demonstrate 2 methods to relieve stress, 4 out of 5 trials in order to improve lifelong health and wellness.
Stress Reduction		When feeling stressed or while practicing a stress relieving strategy (Student's Name) will receive verbal prompting to demonstrate taking 5 to 10 deep inhales and exhales slowly, 4 out of 5 trials.
IV.E. Nutrition and Physical Activity		When feeling stressed or while practicing a stress relieving strategy (Student's Name) will receive verbal prompting to demonstrate a safe and healthy physical activity that exerts energy, 4 out of 5 trials.
		When feeling stressed or while practicing a stress relieving strategy (Student's Name) will independently demonstrate one method to relieve stress, 4 out of 5 trials.
High School	124	After indicating 2 favorable lifelong physical activities (Student's Name) will communicate 2 motivating factors or reasons for the personal value of participating in those activities, 4 out of 5 trials in order to evaluate the benefits for exercise adherence
Exercise Adherence		During a task or discussion (Student's Name) will indicate 2 favorable lifelong physical activities and positively listen to the motivating factors of others, 4 out of 5 trials
IV.F. Exercise Adherence		After indicating 2 favorable lifelong physical activities (Student's Name) will be guided to communicate 2 motivating factors or reasons for the personal value of participating in those activities, 4 out of 5 trials
		After indicating 2 favorable lifelong physical activities (Student's Name) will be guided to communicate 1 motivating factor or reason for the personal value of participating in those activities and will communicate 1 independently, 4 out of 5 trials
Standard Five: Physical Activity - Students will demonstrate an ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.		
Pre-K/Kindergarten	20	During aerobic fitness activities, (Student's Name) will sustain consistent movement for three consecutive minutes, 4 out of 5 trials in order to improve fitness levels.
Aerobic Fitness		During aerobic fitness activities, (Student's Name) will sustain consistent movement for one minute, 4 out of 5 trials in order to improve personal fitness levels.
V.A. Aerobic Fitness		During aerobic fitness activities, (Student's Name) will sustain consistent movement for two consecutive minutes, 4 out of 5 trials in order to improve personal fitness levels.
First	38	During a health-related fitness activity (Student's Name) will independently demonstrate two stretches correctly and point to those muscle groups, 4 out of 5 trials in order to improve flexibility.
Flexibility		During a health-related fitness activity (Student's Name) will imitate two stretches correctly and pointing to those muscle groups, 4 out of 5 trials
V.C. Flexibility		During a health-related fitness activity (Student's Name) will receive verbal prompting to demonstrate two stretches correctly and point to those muscle groups, 4 out of 5 trials
		During a health-related fitness activity (Student's Name) will independently demonstrate two stretches correctly and receive verbal prompting to point to those muscle groups, 4 out of 5 trials

Standard Five: Physical Activity - Students will demonstrate an ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Grade	Page #	Goals and Objectives
Second	50	During a health-related fitness activity (Student's Name) will independently demonstrate two muscular endurance exercises correctly and point to those muscle groups, 4 out of 5 trials in order to improve personal fitness levels.
Muscular Endurance V.B. Muscular Strength and Endurance		During a health-related fitness activity (Student's Name) will imitate two muscular endurance exercises correctly and pointing to those muscle groups, 4 out of 5 trials
		During a health-related fitness activity (Student's Name) will receive verbal prompting to demonstrate two muscular endurance exercises correctly and point to those muscle groups, 4 out of 5 trials
		During a health-related fitness activity (Student's Name) will independently demonstrate two muscular endurance exercises correctly and receive verbal prompting to point to those muscle groups, 4 out of 5 trials
Third	62	While participating in an aerobic exercise, (Student's Name) will demonstrate continuous movement at the same pace for 3 minutes, 4 out of 5 trials in order to engage in continuous physical activity for an extended period of time.
Pacing V.A. Aerobic Fitness		While participating in an aerobic exercise, (Student's Name) will receive verbal prompts, visual support, and partial physical assistance to demonstrate continuous movement at the same pace for 1 minute, 4 out of 5 trials
		While participating in an aerobic exercise, (Student's Name) will receive verbal prompts and visual support to demonstrate continuous movement at the same pace for 2 minute, 4 out of 5 trials
		While participating in an aerobic exercise, (Student's Name) will receive verbal prompts to demonstrate continuous movement at the same pace for 3 minutes, 4 out of 5 trials
Fourth	72	While engaged in a task or discussion on aerobic and anaerobic exercise/activity, (Student's Name) will receive visual prompts to identify 2 aerobic and 1 anaerobic activities, 4 out of 5 trials in order to increase understanding for the effects different exercises/activities have on the body
Aerobic and Anaerobic V.A. Aerobic Fitness		While engaged in a task or discussion on aerobic and anaerobic exercise/activity, (Student's Name) will receive verbal and visual prompts to identify 1 aerobic activity, 4 out of 5 trials
		While engaged in a task or discussion on aerobic and anaerobic exercise/activity, (Student's Name) will receive verbal and visual prompts to identify 1 aerobic and 1 anaerobic activity, 4 out of 5 trials
		While engaged in a task or discussion on aerobic and anaerobic exercise/activity, (Student's Name) will receive verbal and visual prompts to identify 2 aerobic and 1 anaerobic activities, 4 out of 5 trials
Fifth	85	While engaged in muscular strength and endurance exercises/activities, (Student's Name) will independently identify three muscle groups for specific exercises, 4 out of 5 trials in order to improve personal fitness levels
Muscular Strength and Endurance V.B. Muscular Strength and Endurance		While engaged in muscular strength and endurance exercises/activities, (Student's Name) will receive verbal and visual prompting to identify three muscle groups for specific exercises, 4 out of 5 trials
		While engaged in muscular strength and endurance exercises/activities, (Student's Name) will independently identify one muscle group for a specific exercise, 4 out of 5 trials
		While engaged in muscular strength and endurance exercises/activities, (Student's Name) will independently identify two muscle groups for specific exercises, 4 out of 5 trials

Standard Five: Physical Activity - Students will demonstrate an ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Grade	Page #	Goals and Objectives
Sixth	98	During a task or a discussion on improving aerobic fitness levels (Student's Name) will identify and demonstrate two activities and will set one attainable level per activity, 4 out of 5 trials in order to improve personal aerobic fitness levels.
Aerobic Fitness		During a task or a discussion on improving aerobic fitness levels (Student's Name) will receive verbal prompting to identify and demonstrate two activities, 4 out of 5 trials
V.A. Aerobic Fitness		During a task or a discussion on improving aerobic fitness levels (Student's Name) will independently identify and demonstrate two activities and will receive verbal prompts to set an attainable level to reach for one of the identified activities, 4 out of 5 trials
		During a task or a discussion on improving aerobic fitness levels (Student's Name) will independently identify and demonstrate two activities and will set an attainable level to reach for one of the identified activities, 4 out of 5 trials
Seventh	107	While engaged in various stretching techniques, (Student's Name) will independently demonstrate 2 static and 2 dynamic stretches correctly, 4 out of 5 trials in order to practice safe methods of enhancing flexibility.
Stretching		When instructed (Student's Name) will independently demonstrate 2 static stretches without hesitation, 4 out of 5 trials
V.C. Flexibility		When instructed (Student's Name) will imitate with verbal prompting 2 dynamic stretches without hesitation, 4 out of 5 trials
		When instructed (Student's Name) will receive verbal prompting while demonstrating 2 static dynamic without hesitation, 4 out of 5 trials
Eighth	115	Upon developing an aerobic fitness goal, (Student's Name) will identify and demonstrate three appropriate activities to attain the goal, 4 out of 5 trials in order to improve the ability to design and implement a personal fitness plan.
Aerobic Fitness		Upon developing an aerobic fitness goal, (Student's Name) will receive verbal prompting to identify and demonstrate one appropriate activity to attain the goal, 4 out of 5
V.A. Aerobic Fitness		Upon developing an aerobic fitness goal, (Student's Name) will receive verbal prompting to identify and demonstrate two appropriate activities to attain the goal, 4 out of 5
		Upon developing an aerobic fitness goal, (Student's Name) will independently identify and demonstrate two appropriate activities to attain the goal, 4 out of 5
Eighth	116	Upon developing a muscular strength and endurance fitness goal, (Student's Name) will identify and demonstrate three appropriate activities to attain the goal, 4 out of 5 trials in order to improve the ability to design and implement a personal fitness plan.
Muscular Strength and Endurance		Upon developing a muscular strength and endurance fitness goal, (Student's Name) will receive verbal prompting to identify and demonstrate one appropriate activity to attain the goal, 4 out of 5
V.B. Muscular Strength and Endurance		Upon developing a muscular strength and endurance fitness goal, (Student's Name) will receive verbal prompting to identify and demonstrate two appropriate activities to attain the goal, 4 out of 5
		Upon developing a muscular strength and endurance fitness goal, (Student's Name) will independently identify and demonstrate two appropriate activities to attain the goal, 4 out of 5
High School	125	After designing a personal fitness plan with one activity for aerobic fitness, muscular endurance, and flexibility (Student's Name) will purposely demonstrate 2 of 4 F.I.T.T components for each, 4 out of 5 trials in order to increase personal fitness levels in the plan.
Personal Fitness Plan		After designing a personal fitness plan with one activity for aerobic fitness (Student's Name) will receive verbal prompting to purposely demonstrate 2 of 4 F.I.T.T components the activity, 4 out of 5 trials
V.A. Aerobic Fitness		After designing a personal fitness plan with one activity for aerobic fitness and flexibility (Student's Name) will receive verbal prompting to purposely demonstrate 2 of 4 F.I.T.T components for each, 4 out of 5 trials
V.B. Muscular Strength and Endurance		After designing a personal fitness plan with one activity for aerobic fitness, muscular endurance, and flexibility (Student's Name) will receive verbal prompting to demonstrate 2 of 4 F.I.T.T components for each, 4 out of 5 trials
V.C. Flexibility		

Standard Six: Social Psychological Principals- Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.		
Grade	Page #	Goals and Objectives
Pre-K/Kindergarten	21	While engaged in physical activity (Student's Name) will self-initiate communication of one positive verbal gesture (i.e: good job) and one positive non-verbal gesture (i.e: high five), 4 out of 5 lessons in order to enhance social interaction and cooperative skills.
Personal Social Skills		While engaged in physical activity (Student's Name) will receive verbal and visual prompts to communicate one positive verbal gesture, 4 out of 5 lessons
VI.C. Cooperation and Responsibility		While engaged in physical activity (Student's Name) will receive verbal and visual prompts to communicate one positive non-verbal gesture, 4 out of 5 lessons
		While engaged in physical activity (Student's Name) will self-initiate communication of either one verbal or one non-verbal gesture, 4 out of 5 trials
Pre-K/Kindergarten	22	While engaged in a social physical activity (Student's Name) will patiently wait a maximum of one minute until a peer has completed a task, to take a desired turn, 4 out of 5 trials in order to improve socially appropriate behaviors.
Socially Appropriate Behaviors		While engaged in a social physical activity (Student's Name) will receive partial physical assistance, verbal and visual prompts to patiently wait a maximum of one minute until a peer has completed a task, to take a desired turn, 4 out of 5 trials
VI.C. Cooperation and Responsibility		While engaged in a social physical activity (Student's Name) will receive verbal and visual prompts to patiently wait a maximum of 30 seconds until a peer has completed a task, to take a desired turn, 4 out of 5 trials
		While engaged in a social physical activity (Student's Name) will receive visual prompts to patiently wait a maximum of one minute until a peer has completed a task, to take a desired turn, 4 out of 5 trials
First	39	While engaged in physical activity (Student's Name) will demonstrate 3 classroom rules of safety (appropriate use of body, appropriate use of equipment, and demonstration of rules for each activity), 4 out of 5 lessons in order to enhance self-worth and respect of others.
Safety		While engaged in physical activity (Student's Name) will receive a maximum of 4 verbal or non-verbal corrective feedback statements to demonstrate 3 classroom rules of safety, 4 out of 5 lessons
VI.A. Safety in Physical Activity		While engaged in physical activity (Student's Name) will receive a maximum of 4 verbal or visual prompts for redirection to demonstrate 3 classroom rules of safety, 4 out of 5 lessons
		While engaged in physical activity (Student's Name) will receive a maximum of 2 verbal or visual prompts for redirection to demonstrate 3 classroom rules of safety, 4 out of 5 lessons
Second	51	While engaged in physical activity (Student's Name) will independently demonstrate 2 positive gestures, expressions, and/or verbal praise towards a peer, 4 out of 5 lessons in order to enhance social skills.
Sportsmanship		While engaged in physical activity (Student's Name) will positively participate and appropriately interact with peers when prompted , 4 out of 5 lessons
VI.C. Cooperation and Responsibility		While engaged in physical activity (Student's Name) will receive verbal and visual prompts to demonstrate 1 positive gesture, expression, and/or verbal praise towards a peer, 4 out of 5 lessons
		While engaged in physical activity (Student's Name) will receive a maximum of 3 verbal or visual prompts to demonstrate 2 positive gesture, expression, and/or verbal praise towards a peer, 4 out of 5 lessons

Standard Six: Social Psychological Principals- Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.		
Grade	Page #	Goals and Objectives
Third	63	When presented with a challenging task (Student's Name) will independently continue to practice to completion or indicated to stop the task after 5 minutes, 4 out of 5 trials in order to improve dedication of effort towards skill improvement.
Effort		When presented with a challenging task (Student's Name) will receive consistent positive reinforcement, peer modeling, and a tangible reward for extrinsic motivation to practice until completion or indicated to stop the task after 1 minutes, 4 out of 5 trials
VI.B. Effort and Improvement		When presented with a challenging task (Student's Name) will receive a maximum of 3 verbal praises and peer modeling to practice until completion or indicated to stop the task after 3 minutes, 4 out of 5 trials
		When presented with a challenging task (Student's Name) will receive 3 verbal praises to practice until completion or indicated to stop the task after 5 minutes, 4 out of 5 trials
Fourth	73	While engaged in a 5 minute physical activity (Student's Name) will independently demonstrate maintaining self-control, positive interaction with peers, and abide by the rules, 4 out of 5 activities in order to improve sportsmanship.
Sportsmanship		While engaged in a 1 minute physical activity (Student's Name) will receive verbal and visual prompts with close supervision to demonstrate maintaining self-control, positive interaction with peers, and abiding by the rules 4 out of 5 activities
VI.C. Cooperation and Responsibility		While engaged in a 3 minute physical activity (Student's Name) will receive verbal and visual prompts to demonstrate maintaining self-control, positive interaction with peers, and abiding by the rules 4 out of 5 activities
		While engaged in a 5 minute physical activity (Student's Name) will receive verbal and visual prompts to demonstrate maintaining self-control, positive interaction with peers, and abiding by the rules 4 out of 5 activities
Fourth	74	While engaged in a physical activity (Student's Name) will independently perform at least one empathic action (acknowledge a peer in need of help, show concern for others' feelings, provide verbal praise and/or ensure all students are invited to participate) per lesson, 4 out of 5 lessons in order to improve interpersonal relationships despite differences.
Empathy		While engaged in a physical activity (Student's Name) will receive consistent verbal and visual prompting cues to perform at least one empathic action per lesson, 4 out of 5 lessons.
VI.D. Compassion and Inclusiveness		While engaged in a physical activity (Student's Name) will receive 4 verbal and visual promptings cues to perform at least one empathic action per lesson, 4 out of 5 lessons.
		While engaged in a physical activity (Student's Name) will receive 2 verbal and visual promptings cues to perform at least one empathic action per lesson, 4 out of 5 lessons.
Fifth	86	As a conflict arises or during a discussion on how to handle conflicts (Student's Name) will independently identify two safe and appropriate strategies to resolve the situation, 4 out of 5 trials in order to improve problem-solving skills for maintaining a cohesive group.
Conflict Resolution		While observing a mock conflict (Student's Name) will identify the problem, 4 out of 5 trials
VI.C. Cooperation and Responsibility		As a conflict arises or during a discussion on how to handle conflicts (Student's Name) will receive verbal prompting to identify one safe and appropriate strategy to resolve the situation, 4 out of 5 trials.
		As a conflict arises or during a discussion on how to handle conflicts (Student's Name) will receive verbal prompting identify two safe and appropriate strategies to resolve the situation, 4 out of 5 trials.

Standard Six: Social Psychological Principals- Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

Grade	Page #	Goals and Objectives
Fifth	87	When assigned 4 tasks per lesson (Student's Name) will use visual prompts to adhere to the specified time allotments per task, 4 out of 5 lessons in order to improve management of time.
Time Management		When assigned 4 tasks per lesson (Student's Name) will receive auditory and visual prompts to adhere to the specified time allotments for 2 task, 4 out of 5 lessons
VI.E. Time Management		When assigned 4 tasks per lesson (Student's Name) will receive visual prompts to adhere to the specified time allotments for 2 task, 4 out of 5 lessons
		When assigned 4 tasks per lesson (Student's Name) will receive visual prompts to adhere to the specified time allotments for 3 task, 4 out of 5 lessons
Sixth	99	During a task or discussion with the theme of injury prevention (Student's Name) will independently identify and demonstrate two safety practices, 4 out of 5 trials in order to improve injury preventive strategies before, during and after physical activity.
Injury Prevention		During a task or discussion (Student's Name) will receive verbal prompts to identify and demonstrate the benefits for using equipment properly before, during after physical activity, 4 out of 5 trials
VI.A. Safety in Physical Activity		During a task or discussion (Student's Name) will receive verbal prompts to identify and demonstrate the benefits for properly stretching before and after physical activity, 4 out of 5 trials
		During a task or discussion with the theme of injury prevention (Student's Name) will independently identify and demonstrate one safety practices, 4 out of 5 trials.
Seventh	108	While engaged in physical activity (Student's Name) will independently determine and demonstrate appropriate time allotments for each of 3 fitness activities, 4 out of 5 lessons in order to fully benefit from the exercise without injury or over exhaustion.
Time Management		While engaged in physical activity (Student's Name) will receive verbal and visual prompts to determine and demonstrate appropriate time allotments for each of 3 fitness activities, 4 out of 5 lessons
VI.E. Time Management		While engaged in physical activity (Student's Name) will independently determine and demonstrate appropriate time allotments for each of 1 fitness activities, 4 out of 5.
		While engaged in physical activity (Student's Name) will independently determine and demonstrate appropriate time allotments for each of 2 fitness activities, 4 out of 5
Eighth	117	As a conflict arises or during a discussion on how to handle conflicts (Student's Name) will independently demonstrate one collaborative strategy for resolution, 4 out of 5 trials in order to improve personal social skills for promoting a positive sense of community.
Conflict Resolution		During a task or discussion on methods to handling conflicts (Student's Name) will tolerate and actively participate by asking questions and/or providing input that leads to exploring one collaborative strategy for resolution, 4 out of 5 trials
VI.C. Cooperation and Responsibility		As a conflict arises or during a discussion on methods to handling conflicts (Student's Name) will receive guided support and use a visual task card of steps to demonstrating one collaborative strategy for resolution with a peer or an adult, 4 out of 5 trials
		As a conflict arises or during a discussion on methods to handling conflicts (Student's Name) will use a visual task card of steps to demonstrating one collaborative strategy for resolution with a peer or an adult, 4 out of 5 trials
High School	126	While engaged in a group activity (Student's Name) will independently demonstrate 3 strategies for promoting a positive and inclusive learning environment (enthusiasm, verbal praise, and invitation), 4 out of 5 lessons in order to enhance personal social skills.
Social Inclusiveness		While engaged in a group activity (Student's Name) will receive verbal prompts to demonstrate 2 enthusiastic actions that positively engage peers, 4 out of 5 lessons.
VI.C. Cooperation and Responsibility		While engaged in a group activity (Student's Name) will receive guided support to demonstrate 2 positive verbal praises with peers, 4 out of 5 lessons.
VI.D. Compassion and Inclusiveness		Prior to engagement into a group activity (Student's Name) will receive a gestural prompt to invite a peer to participate or be part of the group, 4 out of 5 opportunities

Below is a list of Sample Goals that are connected to a Specific Skill. Each goal is also linked to a grade level and the Maryland State curriculum.

Sample Standard Based Goal Bank – Imitation (Body Control)		
Standard Curriculum Link	Level	Goal
III.A.1.a	Pre-K	Following a unilateral movement from an adult, (Student's Name) will imitate the movement without hesitation, 4 out of 5 trials in order to improve body coordination.
III.A.1.a	Pre-K-K	During the warm-up, (Student's Name) will independently imitate 3 exercises, 4 out of 5 warm-up sessions in order to enhance preparation for physical activity.
III.A.1.a	Pre-K-K	With visual demonstration, (Student's Name) will imitate and combine two bilateral movements, 4 out of 5 trials in order to mature the jumping jack exercise pattern.
III.A.1	4th-8th	With visual demonstration, (Student's Name) will imitate the proper technique for __ upper body resistance exercises, 4 out of 5 trials, in order to safely train the muscles of the upper body.
III.A.1	4th-8th	With visual demonstration, (Student's Name) will imitate the proper technique for __ lower body resistance exercises, 4 out of 5 trials, in order to safely train the muscles of the lower body.
III.A.1	4th-8th	With visual demonstration, (Student's Name) will imitate the proper technique for __ core strengthening exercises, 4 out of 5 trials, in order to safely train the muscles of the core.
Sample Standard Based Goal Bank – Standing (Body Control)		
Standard Curriculum Link	Level	Goal
I.A.1	Pre-K	While holding onto a stable support with two hands, (Student's Name) will maintain static standing balance for ___ seconds, 4 out of 5 trials in order to enhance the ability to locate center of gravity and to improve the muscle tone in the legs and core.
I.A.1	Pre-K	While holding onto a stable support with one hand, (Student's Name) will maintain static standing balance for ___ seconds while using the non-support hand to manipulate objects, 4 out of 5 trials in order to enhance the ability to locate center of gravity and to improve the muscle tone in the legs and core.
I.A.1	Pre-K	When provided full physical prompts at the core and/or upper extremities, (Student's Name) will maintain static standing balance for _____ seconds, 4 out of 5 trials in order to bare weight and hinder the atrophy to the muscles in the legs.
I.A.1	Pre-K	While engaged in non-locomotor movements, (Student's Name) will maintain static standing balance in a 12 inch by 12 inch square for _____ seconds, 4 out of 5 trials in order to narrow the base of support for a more mature standing posture.
I.A.1	Pre-K	After provided a teacher command and demonstration, (Student's Name) will balance on the preferred foot for _____ seconds, 4 out of 5 trials, in order to enhance static balance.
I.A.1	Pre-K	While holding onto a stable support with one hand, (Student's Name) will balance on the non-preferred foot for _____ seconds, 4 out of 5 trials, in order to enhance static balance.
I.A.1	Pre-K	During a tossing activity, (Student's Name) will maintain standing static balance for ___ consecutive tosses of the object, 4 out of 5 trials in order to enhance static standing balance.
I.A.1	Pre-K	While in a social activity of toss and catch, (Student's Name) will maintain standing static balance for ___ consecutive catch attempts of the object, 4 out of 5 trials in order to enhance static standing balance.

Sample Standard Based Goal Bank – Weight Shift (Body Control)

Standard Curriculum Link	Level	Goal
I.A.1	Pre-K	With a stable support to hold onto, (Student's Name) will step over a low obstacle ___ inches high and ___ wide, 4 out of 5 trials in order to improve the ability to maintain standing balance while shifting weight.
I.C.1.c	1st	While standing next to a stationary ___ inch ball, (Student's Name) will maintain standing balance while weight shifting to kick the ball with the preferred foot, 4 out of 5 trials in order to enhance balance and body coordination
I.C.1.b	1st-3rd	While throwing a 2 to 4 inch ball with the preferred hand, (Student's Name) will demonstrate shifting weight by unilaterally stepping forward, 4 out of 5 throws in order to mature the throwing pattern.
I.C.1.c	2nd	While holding a striking implement, (Student Name) will demonstrate proper weight shift from back foot to front foot while rotating the upper body to strike an object, 4 out of 5 trials, in order to improve the striking pattern.
I.C.1.a	4th	While engaged in a physical activity, (Student Name) will demonstrate proper weight shift from back foot to front foot while rotating the upper body to strike an object, 4 out of 5 trials, in order to mature the striking pattern.
II.B.1.a	6th	While exploring how center of gravity effects balance, (Student's Name) will demonstrate proper weight shift from back foot to front foot and propelling an object towards a designated target, 4 out of 5 trials in order to enhance body coordination and accuracy.

Sample Standard Based Goal Bank – Body Rolling (Locomotor)

Standard Curriculum Link	Level	Goal
I.A.1	Pre-K	While laying in the supine position, (Student's Name) will roll to one side, 4 out of 5 trials in order to enhance independent mobility.
I.C.1.f	1st	While laying at the top of an incline mat, (Student's Name) will perform 2 complete log rolls down the mat, 4 out of 5 trials in order to enhance independent mobility.
I.C.1.f	1st	While laying on a flat surface, (Student's Name) will perform 2 complete log rolls, 4 out 5 trials in order to enhance body coordination.
I.C.1.f	1st	In the kneeling position, (Student's Name) will perform a shoulder roll, 4 out of 5 trials in order to demonstrate safe methods of falling.

Sample Standard Based Goal Bank – Hopping (Locomotor)

Standard Curriculum Link	Level	Goal
I.A.1.a	PK-4th	While engaged in a locomotor activity (Student's Name) will demonstrate hopping for a distance of 5 feet, 4 out of 5 trials in order to improve balance and body coordination.
I.C.1.e	PK-4th	While holding onto a stable support with one hand, (Student's Name) will maintain standing balance on the preferred foot for 5 consecutive seconds, 4 out of 5 trials in order to enhance balance and body coordination.
I.A.1.a	PK-4th	While moving throughout general space avoiding obstacles, (Student's Name) will receive verbal prompting to hop forward a distance of 5 feet, 4 out of 5 trials in order to enhance balance and body coordination.
I.A.1.a	PK-4th	During a locomotor activity, (Student's Name) will hop in place 2 consecutive times, 4 out of 5 trials in order to enhance balance.

Sample Standard Based Goal Bank – Jumping (Locomotor)

Standard Curriculum Link	Level	Goal
I.A.1.a	PK-4th	While in personal space, (Student's Name) will demonstrate jumping in place five consecutive times, 4 out of 5 trials in order to improve locomotor movement.
I.A.1.b	PK-4th	While moving through personal space avoiding obstacles, (Student's Name) will demonstrate jumping 4 consecutive times, 4 out of 5 trials in order to improve body coordination.
I.A.1.b	PK-4th	During a movement activity, (Student's Name) will jump back and forth 5 consecutive times, 4 out of 5 trials to improve the ability to perform explosive jumps.
I.A.1.b	PK-4th	During a movement activity (Student's Name) will jump forward for a distance of ____ feet, 4 out of 5 trials in order to improve the ability to perform explosive jumps.
I.A.1.b	PK-4th	During a movement activity, (Student's Name) will jump side to side 5 consecutive times, 4 out of 5 trials in order to improve the ability to perform explosive jumps.
II.A.1.b	5th	While engaged in a locomotor activity (Student's Name) will swing arms back to front with flexion and extension of the legs to jump forward a distance of ____ feet, 4 out of 5 trials in order to improve the ability to perform the standing long jump distance

Sample Standard Based Goal Bank – Running (Locomotor)

Standard Curriculum Link	Level	Goal
I.A.1.a	PK-4th	While travelling in a straight direction in open space, (Student's Name) will demonstrate proper running technique for a distance of __ feet, 4 out of 5 trials in order to improve balance and body coordination.
I.A.1.a	PK-4th	While running throughout open space (Student's Name), will receive verbal prompts to change speeds and directions 2 times in a distance of 20 feet, 4 out of 5 trials in order to improve balance and body coordination.
I.A.1.b	PK-4th	While running in open space, (Student's Name) will demonstrate avoiding obstacles while changing direction on auditory command, 4 out of 5 trials In order to improve spatial awareness.
I.A.1.b	PK-4th	While running in open space, (Student's Name) will demonstrate travelling in a curved pathway around a series of 4 objects, 4 out of 5 trials In order to improve spatial awareness.
I.A.1.b	PK-4th	While running in open space, (Student's Name) will demonstrate travelling in a zig-zag pathway around a series of 4 objects, 4 out of 5 trials In order to improve spatial awareness.
V.A.1.b	3rd	While engaged in a physical activity (Student's Name) will demonstrate maintaining a running pace alongside a peer or adult for ____ minutes, 4 out of 5 trials in order to improve cardiovascular endurance.
I.A.1.a	6th - 8 th	While quickly moving through space, (Student's Name) will demonstrate a narrow base of support with an elongated stride and with arms swinging in opposition, 4 out of 5 times in order to mature and enhance the running technique.

Sample Standard Based Goal Bank – Walking (Locomotor)

Standard Curriculum Link	Level	Goal
I.A.1.a	PK-4th	While engaged in a physical activity (Student's Name) will independently demonstrate walking for a distance of 25 feet, 4 out of 5 trials in order to improve locomotor ability.
I.A.1.b	PK-4th	While walking in open space, (Student's Name) will demonstrate changing direction on an auditory command, 4 out of 5 trials in order to improve spatial awareness
I.A.1.a	PK-4th	While walking throughout crowded space (Student's Name) will receive verbal prompts to avoid 4 obstacles in a 10 foot distance, 4 out of 5 trials in order to improve spatial awareness.
I.A.1.b	PK-4th	While walking in open space, (Student's Name) will demonstrate travelling in a zig-zag pathway around a series of 4 objects, 4 out of 5 trials In order to improve spatial awareness.
I.A.1.d	PK-4th	While moving through open space, (Student's Name) will walk at different speeds when provided an auditory prompt, 4 out of 5 trials in order to demonstrate body control and coordination.
IV.F.1	4th - 8th Grade	While engaged in a movement exercise (Student's Name) will demonstrate continuously walking for ____ minutes, 4 out of 5 trials in order to show exercise adherence and improve personal fitness levels.

Sample Standard Based Goal Bank – Catching (Manipulative)		
Standard Curriculum Link	Level	Goal
I.C.1.c	K	While manipulating a ball with the hands, (Student's Name) will catch a self-bounced ball 2 consecutive times, 4 out of 5 trials in order to enhance object control skills.
I.C.1.a	2nd-4th	While standing at a distance of 10 feet away (Student's Name) will catch both an 8" ball and a tennis ball with two hands 4 out of 5 trials in order to enhance object control.
I.C.1.a	2nd-4th	During a social physical activity, (Student's Name) will catch an 8" ball tossed from a peer or an adult standing at a distance of ____ feet away 3 consecutive times, 4 out of 5 trials in order to improve reaction time and personal social skills.
I.C.1.b	3rd	While standing at a distance of 6 feet away, (Student's Name) will catch a tennis ball with the dominant hand, 4 out of 5 trials in order to improve object control.
I.C.1.a	3rd-4th	While in movement, (Student's Name) will catch a self-tossed ball 3 consecutive times, 4 out of 5 trials in order to enhance both hand-eye coordination and object control.
I.C.1.a	3rd-5th	While engaged in a physical activity (Student's Name) will catch a pass of a thrown object while in movement, 4 out of 5 trials in order to enhance object control skills.
Sample Standard Based Goal Bank – Dribbling –With Foot (Manipulative)		
Standard Curriculum Link	Level	Goal
I.C.1.c	1st-2nd	While dribbling a ball with the feet through open space, (Student's Name) will stop on an auditory signal with the ball at the feet, 4 out of 5 trials in order to improve object control.
I.C.1.a	3rd	While dribbling a ball with the feet through open space (Student's Name) will keep control of the ball for a distance of ____ feet, 4 out of 5 trials, in order to improve foot dribbling skills.
I.C.1.a	3rd	While controlling a ball with the feet (Student's Name) will dribble around 4 linear cones 5 feet apart, 4 out of 5 trials, in order to improve foot dribbling skills.
I.C.1.a	4th	While dribbling a ball with the feet through open space, (Student's Name) will change direction on an auditory signal with the ball at the feet, 4 out of 5 trials in order to improve object control.
I.C.1.a	5th-8th	While dribbling a ball along the ground, (Student's Name) will keep the ball away from a defender for __ seconds, 4 out of 5 trials in order to improve foot dribbling skills.
Sample Standard Based Goal Bank – Dribbling with Hand (Manipulative)		
Standard Curriculum Link	Level	Goal
I.C.1.c	K	While controlling a ball with the hands, (Student's Name) will bounce and catch an 8 inch ball with two hands 2 consecutive times, 4 out of 5 trials in order to improve object control.
I.C.1.c II.A.1.a	1st	While controlling a ball with one hand in a stationary position (Student's Name) will bounce an eight inch ball __ consecutive times, 4 out of 5 trials in order to improve reaction time and object control.
I.C.1.c	1st-2nd	While controlling a ball in a stationary position (Student's Name) will bounce an eight inch ball __ consecutive times alternating hands, 4 out of 5 trials in order to improve reaction time and object control.
I.C.1.a	3rd	While maintaining control of an object with the dominant hand (Student's Name) will travel forward a distance of ____ feet bouncing an eight inch ball, 4 out of 5 trials in order to enhance object control in movement.
I.C.1.a	3rd	While bouncing a ball alternating hands, (Student's Name) will travel forward for a distance of ____ feet, 4 out of 5 trials, in order to improve dribbling skills.
I.C.1.a	3rd	While bouncing an eight inch ball with the dominant hand, (Student's Name) will travel a distance of ____ feet through a series of __ cones, 4 out of 5 trials in order to object control in movement.

Sample Standard Based Goal Bank – Kicking (Manipulative)

Standard Curriculum Link	Level	Goal
I.C.1.b	K	While engaged in a kicking activity (Student's Name) will maintain standing balance while visually tracking, swinging the leg, and striking a stationary ___ inch ball with the foot, 4 out of 5 trials in order to enhance foot-eye coordination.
I.c.1.c	1st	While kicking a ___ inch ball forward (Student's Name) will independently step forward with the support foot, 4 out of 5 trials in order to improve balance and body coordination.
I.C.1.c	1st	While engaged in a kicking activity (Student's Name) will strike a stationary ___ inch ball into a target ___ feet away, 4 out of 5 trials in order to enhance accuracy.
I.A.1.d	2nd	During a turn taking activity, (Student's Name) will kick a ___ inch ball to a peer standing ___ feet away and wait for the ball to be kicked back, 4 out of 5 trials in order to enhance social skills.
I.A.1.d	2nd	While visually tracking a ___ inch ball slowly rolling closer, (Student's Name) will step forward, swing the striking leg and demonstrate follow through to kick the ball away, 4 out of 5 trials in order to improve reaction time.
I.A.1.b	3rd	While continuously dribbling a ___ inch ball, (Student's Name) will keep the ball within close proximity for a distance of ___ feet, 4 out of 5 trials in order to improve the ability to control an object with the feet.
I.A.1.b	3rd	While striking a ___ inch ball towards a target, (Student's Name) will demonstrate running and kicking the ball without hesitation, 4 out of 5 trials in order to enhance body coordination and accuracy.
I.C.1.a	4th-8th	During a physical activity (Student's Name) will intentionally kick a ___ inch ball to a teammate or target to advance the game positively, 4 out of 5 trials in order to demonstrate utilization of the skill.

Sample Standard Based Goal Bank – Rolling a Ball (Manipulative)

Standard Curriculum Link	Level	Goal
I.C.1.a	PK-K	During a physical activity (Student's Name) will roll a ball to a ___ inch target ___ feet away, 4 out of 5 trials in order to improve object control and accuracy.
I.C.1.a	PK-K	During a physical activity (Student's Name) will use two hands to roll a ball between two cones at a distance of ___ feet away, 4 out of 5 trials in order to improve object control and accuracy.
I.C.1.a (K) I.C.1.b (1st)	PK-1st	While controlling an object with the hands (Student's Name) will step with opposition and roll a ___ inch ball to a partner standing a distance of ___ feet away, 4 out of 5 trials in order to improve object control and social skills.
I.C.1.a (K) I.C.1.b (1st)	K-1st	While rolling a ___ inch ball, (Student's Name) will using correct finger placement and grasp, propelling the ball toward a target ___ feet away, 4 out of 5 trials in order to improve object control and accuracy
II.A.1.a	6th - 8th	While rolling a ___ inch ball, (Student's Name) will apply appropriate force to come within 2 feet of stationary targets at 3 different distances, 4 out of 5 trials in order to improve object control and accuracy.
II.A.1.a	6th - 8th	While rolling a ___ inch ball with one hand, (Student's Name) will demonstrate appropriate force by rolling the object towards a designated target at a distance of ___ feet away, 4 out of 5 trials in order to improve accuracy and force production.

Sample Standard Based Goal Bank – Striking with Hand or Implement (Manipulative)

Standard Curriculum Link	Level	Goal
I.C.1.C	Pre-K-K	During a physical activity (Student's Name) will visually track and strike a balloon in the air __ consecutive times without it touching the ground, 4 out of 5 trials in order to improve hand-eye coordination.
I.C.1.c (Pre-K, 1st) I.C.1.b (K)	Pre-K-1	While engaged in a physical activity (Student's Name) will demonstrate a horizontal arm swing while striking a stationary __ inch ball off an object with the hand, 4 out of 5 trials in order to improve hand-eye coordination.
I.C.1.c	1st-2nd	While engaged in a hand-eye coordination activity, (Student's Name) will demonstrate hip and shoulder rotation when striking a __ inch ball off of a large object with the hand, 4 out of 5 trials in order to improve hand-eye coordination and body control.
I.C.1.c	1st-2nd	Using a short handled implement, (Student's Name) will strike a __ inch ball off of a large object, 4 out of 5 trials in order to enhance hand-eye coordination.
I.C.1.c	1st-2nd	Using a short handled implement, (Student's Name) will strike a __ inch ball tossed underhand from a distance of __ feet away, 4 out of 5 trials in order to improve visual tracking and reaction time.
I.C.1.c (2nd) I.C.1.a (3rd-5th)	2nd-5th	When using a long handled implement to strike a stationary __ inch object, (Student's Name) will demonstrate correct hand positioning, body rotation, and weight transfer, 4 out of 5 trials in order to improve object control.
I.C	5th - 8th	While striking with a racquet/paddle (Student's Name) will demonstrate the forehand stroke to strike an __ inch object toward a target __ feet away, 4 out of 5 trials in order to improve body coordination and control.

Sample Standard Based Goal Bank – Throwing (Manipulative)

Standard Curriculum Link	Level	Goal
I.C.1.d	PK-K	While engaged in a physical activity (Student's Name) will throw a __ inch ball overhand toward at a target __ feet away, 4 out of 5 trials in order improve object control.
I.C.1.b	1st-3rd	While engaged in a physical activity (Student's Name) will step with opposition when throwing a __ inch ball overhand toward a target __ feet away, 4 out of 5 trials in order to improve accuracy and object control.
II.A.1.a	2nd Grade	During a physical activity, (Student's Name) will throw a __ inch ball overhand toward an intended target __ feet away, 4 out of 5 trials in order to improve object control and accuracy.
I.C.1.a	3rd-5th	During a physical activity (Student's Name) will use an overhand throw to accurately pass a ball to a peer __ feet away who is moving along a pre-determined route, 4 out of 5 trials in order to improve throwing accuracy.

Sample Standard Based Goal Bank – Cardiorespiratory Endurance (Health-Related Fitness)

Standard Curriculum Link	Level	Goal
V.A.1.a	Pre-K - K	During physical activity (Student's Name) will receive verbal prompting to demonstrate two 5 minute moderate activities and one 2 minute vigorous physical activity, 4 out of 5 lessons in order to enhance cardiorespiratory endurance.
V.A.1.a	1st-4th	While jogging (Student's Name) will maintain a consistent pace that fosters a continuous moderate speed for __minutes __seconds, 4 out of 5 trials in order to improve cardiorespiratory endurance.
V.A.1.b	4 th – 5 th Grade	While engaged in a physical activity (Student's Name) will maintain moderate movement that increases heart rate for 10 consecutive minutes, 4 out of 5 trials in order to enhance cardiorespiratory endurance.
V.A.1.e	4th-8th	While engaged in a 10 minute physical activity (Student's Name) will receive guided support to check 2 times if the target heart rate has been met or maintained, 4 out of 5 physical activities in order to improve cardiorespiratory endurance.

Sample Standard Based Goal Bank – Flexibility (Health-Related Fitness)		
Standard Curriculum Link	Level	Goal
I.B.1.a	Pre-K	During a physical activity, (Student's Name) will receive verbal prompting to touch ___ parts of their body, 4 out of 5 trials in order to improve flexibility.
III.A.1.a	Pre-K-K	During a physical activity, (Student's Name) will imitate ___ stretches that are modeled by the teacher or peer, 4 out of 5 trials in order to improve flexibility.
V.C.1.a	1st-3rd	While in a seated position on the floor with legs extended and apart, (Student's Name) will stretch the arms forward while manipulating an object forward, 4 out of 5 trials in order to improve range of motion and flexibility.
V.C.1.a	1st-3rd	While in a seated position in a chair, (Student's Name) will extend each leg forward to manipulate is forward, 4 out of 5 trials in order to improve range of motion and flexibility, 4 out of 5 trials.
V.C.1.a	2nd-3rd	While engaged in a physical activity, (Student's Name) will reach out with the preferred hand to touch an object that is located in ___ different positions, 4 out of 5 trials in order to improve flexibility.
V.C.1.a	2nd-4th	Given a muscle group, (Student's Name) will demonstrate an appropriate stretch for that muscle group, 4 out of 5 trials in order to demonstrate knowledge of flexibility.
V.C.1.a	4th-high school	During physical fitness testing, (Student's Name) will reach ___ inches on the backsaver sit and reach in order to demonstrate improvement in flexibility, 1 observed trial.
V.C.1.b	5th	During a fitness activity, (Student's Name) will demonstrate ___ stretches for a static stretching exercise and ___ stretches for a dynamic stretching exercise, 4 out of 5 trials in order to improve stretching using various techniques.
Sample Standard Based Goal Bank – Muscular Strength (Health-Related Fitness)		
Standard Curriculum Link	Level	Goal
V.B.1.a	Pre-K-1st	While engaged in a physical activity (Student's Name) will demonstrate holding body weight in the crab walk pose for ___ seconds, 4 out of 5 trials in order to enhance muscular strength and endurance.
V.B.1.a	Pre-K-1st	While engaged in a physical activity (Student's Name) will demonstrate holding body weight in the bear walk pose for ___ seconds, 4 out of 5 trials in order to enhance muscular strength and endurance.
V.B.1.b	2nd-3rd	When provided an auditory signal (Student's Name) will complete _ modified push-ups (base of support on hands and knees), 4 out of 5 trials in order to demonstrate improvement in muscular strength and endurance.
V.B.1.b	3rd	When provided an auditory signal (Student's Name) will complete ___ wall push-ups, 4 out of 5 trials in order to demonstrate improvement in muscular strength and endurance.
V.B.1.a	3rd	While engaged in a physical activity (Student's Name) will demonstrate holding body weight an isometric push-up position for ___ seconds, 4 out of 5 trials in order to enhance muscular strength and endurance.
V.B.1.c	4th	When provided an auditory signal (Student's Name) will complete ___ push-ups, 4 out of 5 trials in order to demonstrate improvement in muscular strength and endurance of the arms.
V.B.1.c	5th	When provided an auditory signal (Student's Name) will complete ___ chair squats with the arms extended in front, 4 out of 5 trials in order to demonstrate improvement in muscular strength and endurance of the legs.
V.B.1.a	6th-8th	Holding ___ pound weights in each hand while engaged in fitness exercises (Student's Name) will demonstrate ___ consecutive repetitions of bicep curls, lateral raises, and triceps extensions with 30 second rest breaks between each exercise, 4 out of 5 trials in order to improve muscular endurance and tone and in the arms.

Sample Standard Based Goal Bank – Defensive (Strategy)		
Standard Curriculum Link	Level	Goal
I.C.1	Pre-K	While engaging with an object (Student's Name) will turn away from the opponent bringing the object to a further distance, 4 out of 5 trials in order to keep control of the object and improve basic defensive strategy.
I.C.1.a	3rd	While engaged with an object during a physical activity (Student's Name) will demonstrate locomotor movement to keep an object away from opposition, 4 out of 5 trials in order to demonstrate protective defensive strategy
I.C.1.a	5th-8th	While engaged in a game situation (Student's Name) will receive verbal and visual prompts to demonstrate cutting off the pathway by moving to proper standing placement between the opponent and the opponent's target location, 4 out of 5 trials in order to improve defensive strategy.
Sample Standard Based Goal Bank – Offensive (Strategy)		
Standard Curriculum Link	Level	Goal
I.A.1.b	Pre-K - 3rd	While engaged in a physical activity (Student's Name) will safely run through open space to retrieve a manipulative, 4 out of 5 trials in order to demonstrate basic offensive strategy.
I.A.1.b	Pre-K - 4th	While engaged in a physical activity (Student's Name) will safely manipulate the body around a stationary obstacle, 4 out of 5 trials in order to demonstrate basic offensive strategy.
I.C.1.a	4th	While engaged in a repetitive practice situation (Student's Name) will combine two different skills (ie: pass and run) with body control, 4 out of 5 trials in order to appropriately demonstrate knowledge of offensive strategies.
I.C.1.a	5th	With each initial control of an object during a game situation (Student's Name) will advance the object in the correct direction of play, 4 out of 5 times in order to improve knowledge of offensive strategy
I.C.1.a	5th-8th	While engaged in a game situation (Student's Name) will receive verbal prompting to positively interact with a teammate to advance game play in favor of the team, 4 out of 5 trials in order to enhance social skills
Sample Standard Based Goal Bank – Affective (Personal and Social Value)		
Standard Curriculum Link	Level	Goal
VI.C.1	ALL	During physical activity, (Student's Name) will demonstrate ___ positive physical interactions with peers, 4 out of 5 opportunities in order to improve social skills.
VI.C.1	ALL	While showing sportsmanship during physical activity, (Student's Name) will demonstrate ___ verbal praise, high fives and/or positive encouragement statements sportsmanship, 4 out of 5 trials in order to improve personal-social skills.
VI.C.1	ALL	While engaged in a physical activity, (Student's Name) will accept and apply verbal feedback without hesitation, 4 out of 5 times in order to improve personal-social skills for promoting a positive environment.
VI.C.1	ALL	While engaged in a physical activity, (Student's Name) will independently initiate 3 techniques for positive social interaction and teamwork, 4 out of 5 lessons in order to improve personal-social skills.
VI.B.1	ALL	While engaged in a partner activity, (Student's Name) will independently demonstrate taking turns ___ consecutive times, 4 out of 5 trials in order to improve personal-social skills.
VI.C.1	ALL	While engaged in a physical activity, (Student's Name) will initiate positive social or physical interactions with peers ___ times per lesson, 4 out of 5 trials, in order to improve personal-social skills.
VI.C.1	ALL	While engaged in a group physical activity, (Student's Name) will demonstrate speaking in turn positively, 4 out of 5 trials in order to improve personal-social communication skills for promoting a positive environment.
VI.A.1	ALL	While engaged in a physical activity, (Student's Name) will demonstrate appropriate positive behaviors for ___ minutes of ___ total minutes, 4 out of 5 lessons in order to improve personal-social behavioral skills.
VI.C.1	ALL	When presented a task (Student's Name) will demonstrate acceptance by attempting to perform the activity without hesitation, 4 out of 5 trials in order to improve cooperative skills.
VI.C.1	ALL	When provided constructive feedback (Student's Name) will demonstrate acceptance by attempting to apply the feedback without hesitation, 4 out of 5 trials in order to improve cooperative skills.
VI.C.1	ALL	When presented with a non-preferred task (Student's Name) will demonstrate acceptance by performing the activity with 3 verbal prompts or less, 4 out of 5 trials in order to improve cooperative skills.

Sample Standard Based Goal Bank – Classroom Etiquette (Personal and Social Value)

Standard Curriculum Link	Level	Goal
VI.C.1.a	Pre-K-K	While engaged in a cooperative activity, (Student's Name) will patiently wait for ___ seconds to ___ minute to take a turn, 4 out of 5 trials in order to improve classroom etiquette.
VI.C.1.a	Pre-K-1st	While engaged in familiar tasks, (Student's Name) will independently demonstrate the ability to follow a ___ step routine, 4 out of 5 lessons, in order to demonstrate readiness to actively participate.
VI.C.1.a	Pre-K-1st	After a physical activity, (Student's Name) will politely carry and put away ___ pieces of indicated equipment without prompting, 4 out of 5 trials in order to improve cooperative skills.
VI.C.1.a	K-1st	When verbally prompted by a teacher during a physical activity, (Student's Name) will correctly demonstrate a two-step direction, 4 out of 5 trials in order to improve attention span and memorization.
VI.C.1	2nd-3rd	During physical activity, (Student's Name) will independently initiate positive peer assistance, 4 out of 5 lessons in order to improve personal-social behaviors.
VI.A.1.b	6th - 8th	Prior to engaging in a physical activity (Student's Name) will identify ___ rules of safety, 4 out of 5 activities in order improve the ability to promote safety.
VI.A.1.b	6th - 8th	Prior to engaging in a physical activity, (Student's Name) will identify ___ rules for game organization, 4 out of 5 activities in order to enhance the ability to sufficiently participate in a structured well-rounded activity safely.

Sample Standard Based Goal Bank – Following Directions (Personal and Social Value)

Standard Curriculum Link	Level	Goal
VI.C.1	Pre-K-2 nd	Prior to engaging in a physical activity, (Student's Name) will independently demonstrate correctly performing ___ warm-up exercises, 4 out of 5 trials in order to improve cooperative behavioral skills.
VI.C.1	Pre-K-2 nd	When prompted to transition between activities (Student's Name) will demonstrate completion of one task and moving on to another, 4 out of 5 opportunities in order to improve the ability to adapt to different tasks.
VI.C.1	Pre-K-2 nd	While engaged in a physical activity (Student's Name) will independently demonstrate performing a one-step direction without hesitation, 4 out of 5 trials in order to enhance successful participation in movement activities.
VI.C.1	Pre-K-2 nd	While engaged in a physical activity (Student's Name) will receive ___ verbal prompts to demonstrate a three-step direction, 4 out of 5 trials in order to enhance successful participation in movement activities.
VI.C.1	5th Grade	During a discussion, (Student's Name) will verbally indicate two cooperative strategies that enhance the physical activity experience for everyone, 4 out of 5 trials in order to improve personal-social interactions.

Sample Standard Based Goal Bank – Self-Care (Personal and Social Value)

Standard Curriculum Link	Level	Goal
VI.B.1.a	ALL	While engaged in a physical activity, (Student's Name) will independently adjust intensity of performance, 4 out of 5 different exercises in order to enhance self-monitoring skills for safety, enjoyment and skill improvement.
VI.A.1.a	ALL	During a task or discussion, (Student's Name) will demonstrate ___ actions for safe participation in physical activity, 4 out of 5 trials in order to improve personal care skills.
IV.E.1.b	4th-8th	While engaged in a physical activity, (Student's Name) will initiate requesting a short rest break, 4 out of 5 trials in order to improve personal care skills.
VI.A.1.b	6th-8th	Prior to engaging in a physical activity, (Student's Name) will independently indicate ___ appropriate items of dress to wear for comfort and safety, 4 out of 5 trials in order to enhance personal care skills.
VI.A.1.b	6th-8th	Prior to engaging in a physical activity, (Student's Name) will independently place personal belongings in an appropriate location and later recall that location, 4 out of 5 trials in order to enhance personal responsibility.
VI.A.1.b	6th-8th	Prior to engaging in a physical activity (Student's Name) will receive verbal prompts to indicate the fee for participation, 4 out of 5 trials in order to improve the ability for continued participation.
VI.A.1.b	6th-8th	During a task or discussion (Student's Name) will receive verbal prompting to indicate personal value for a physical activity, 4 out of 5 trials in order to improve personal selection and engagement of enjoyable activity.
VI.A.1.b	6th-8th	During a task or discussion, (Student's Name) will independently indicate ___ daily personal hygiene habits that are performed prior, during or after physical activity, 4 out of 5 trials in order to enhance personal care skills.

Sample Standard Based Goal Bank – Transitional		
Standard Curriculum Link	Level	Goal
IV.G.1.e	High School	During a task or discussion (Student's Name) will independently select one highly enjoyable life-long physical and recall that activity, 4 out of 5 times in order to improve the opportunity for active participation outside the school environment.
IV.G.1.e	High School	During a task or discussion (Student's Name) will receive verbal prompts to indicate one facility related to a personally selected life-long activity of enjoyment, 4 out of 5 trials in order to improve the opportunity for active participation outside the school environment.
IV.G.1.e	High School	During a task or discussion (Student's Name) will independently indicate ___ number of appropriate means of transportation to access a facility related to a personally selected life-long physical activity, 4 out of 5 times in order to improve the opportunity for active participation outside the school environment.
IV.D.1.b	High School	During a task or discussion, (Student's Name) will indicate ___ benefits from participation in life-long physical activity, 4 out of 5 trials in order to justify the pursuit of lifelong wellness.
Sample Standard Based Goal Bank – Manuel Wheelchair (Wheelchair Use)		
Standard Curriculum Link	Level	Goal
II.A.1	Pre-K - 4th	Using a manual wheelchair during a physical activity, (Student's Name) will independently maneuver through a ___ meter slalom course consisting of ___ cones spaced ___ meters apart, 4 out of 5 trials in order to improve mobility.
II.A.1	Pre-K - 4th	Using a manual wheelchair during a physical activity, (Student's Name) will independently maneuver through movement activities/games in small spaces without bumping into peers or equipment for ___ consecutive minutes, 4 out of 5 trials in order to enhance independent mobility in social game situations.
V.A	ALL	Using a hand peddler or ergometer (Student's Name) will independently demonstrate continued hand motion with a slight resistance for ___ consecutive minutes, 4 out of 5 trials in order to improve aerobic capacity
V.B	ALL	While engaged in a physical activity, (Student's Name) will independently demonstrate ___ chair dips, 4 out of 5 trials in order to improve muscular strength and endurance.
V.A	ALL	Using a manual wheelchair while engaged in a fitness activity (Student's Name) will independently propel forward for a distance of ___ feet, 4 out of 5 trials in order to improve cardiorespiratory endurance.
V.A	ALL	Using a manual wheelchair while engaged in a fitness activity (Student's Name) will independently propel forward for a distance of ___ feet in ___ minutes, 4 out of 5 trials in order to improve cardiorespiratory endurance.
Sample Standard Based Goal Bank – Power Wheelchair (Wheelchair Use)		
Standard Curriculum Link	Level	Goal
II.A.1	Pre-K – 4 th	Using a motorized wheelchair during a game/activity situation, (Student's Name) will independently change direction smoothly without bumping into peers or the equipment, 4 out of 5 trials in order to enhance independent mobility.
II.A	ALL	Using a motorized wheelchair during a physical activity, (Student's Name) will independently maneuver through a ___ meter slalom course consisting of ___ cones spaced ___ meters apart, 4 out of 5 trials in order to improve mobility.
II.A	ALL	Using a motorized wheelchair during a physical activity (Student's Name) will independently maneuver into a ___ inch large inflatable object to push it towards a target ___ feet away, 4 out of 5 trials in order to enhance maneuverability.
II.A	ALL	Using a motorized wheelchair during a physical activity, (Student's Name) will maneuver backwards for a distance of ___ feet between 2 lines spaced ___ feet apart, 4 out of 5 trials in order to improve maneuverability.