

K-12 Physical Education

# Glossary



# PHYSICAL EDUCATION STANDARDS

## Glossary

<b>A</b>	
<b>authentic settings</b>	Learning situations that, to some extent, replicate real-world circumstances.
<b>B</b>	
<b>biomechanical principles</b>	Scientific standards about force and power that relate to human movement (e.g., contact point, release point, rotation).
<b>C</b>	
<b>competency</b>	Sufficient ability, skill and knowledge to meet the demands of a particular task.
<b>competitive setting</b>	An environment in which two or more people are working in opposition to achieve a common goal.
<b>controlled settings</b>	Structured practices or drills.
<b>cooperative setting</b>	An environment in which two or more people work together to achieve a common goal.
<b>criterion-referenced</b>	Test results, indicated by an absolute score, that measure an examinee's performance against a delineated set of knowledge, skills and/or abilities.
<b>critical element</b>	The most important aspects of a skill needed for a successful performance.
<b>D</b>	
<b>dynamic environment</b>	A practice setting that could include changing from one skill to another, altering the context in which the skill is practiced or modifying other factors of a task.
<b>E</b>	
<b>exergaming</b>	Physical activity enhanced with interactive video-gaming technology systems.
<b>exploratory setting</b>	Settings in which students learn through investigation and discovery.

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<b>F</b>	
<b>FITT</b>	Frequency, Intensity, Type and Time.
<b>FITT principle</b>	A standard that includes frequency, intensity, type and time required to benefit from any form of fitness training program.
<b>formative assessment</b>	A test that provides information about student learning used to modify ongoing instruction.
<b>full-sided games</b>	Activities that use the same number of players as the adult form of the activity (e.g., 11 versus 11 soccer; 5 versus 5 basketball).
<b>fundamental motor skills</b>	Requisite traits that enable children to function fully in an environment, categorized as locomotor, non-locomotor and manipulative skills.
<b>G</b>	
<b>game-like</b>	The use of progressively more complex practice combinations, similar to those found in traditional sport activities, to develop tactics, skill and strategy.
<b>H</b>	
<b>health-related fitness</b>	A person's physical condition, as demonstrated by the ability to perform physical activity that impacts cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<b>I</b>	
<b>initiatives</b>	In physical education, activities designed to help individuals or groups develop effective communication and problem-solving skills.
<b>invasion games</b>	Games in which the goal is to occupy an opponent's territory and score points.
<b>L</b>	
<b>locomotor skills</b>	Abilities used to move from one place to another, including jumping, hopping, walking, running, skipping, leaping, sliding and galloping.

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## M

<b>manipulative skills</b>	Abilities that involve the handling and control of some type of object when throwing, catching, kicking, punting, dribbling, volleying and striking.
<b>maximum heart rate</b>	The highest number of heart beats per minute an exercising person should not exceed, obtained by subtracting the person's age from 220.
<b>moderate physical activity</b>	Intensity of physical activity that corresponds to 50-69 percent of an individual's maximum heart rate (e.g., brisk walking, slow bike riding).
<b>movement challenge</b>	Actions or motions that require extra effort, exertion or determination to achieve.
<b>movement concept</b>	Description of how motion skills are performed.
<b>movement pattern</b>	An organized series of related body motions.
<b>movement principles</b>	Standards influencing body motions, including motor learning, critical elements and biomechanics.
<b>movement routine or sequence</b>	A planned set of body motions that combine together smoothly.

## N

<b>national recommendations</b>	In physical education, the weekly or daily amount of physical activity suggested by the National Association of Sport and Physical Education (NASPE).
<b>net/wall games</b>	Activities (e.g., tennis, volleyball) in which the goal is to score by placing the ball within court boundaries in a manner that it cannot be returned by an opponent.
<b>non-locomotor skills</b>	Abilities performed in place without appreciable spatial movement, including bending, stretching, pushing, pulling, balancing, curling, twisting, turning and bouncing.

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## O

- off-the-ball movement** Offensive or defensive motions made without the possession of the ball (e.g., guarding the person with the ball).
- orienteering** A timed cross-country activity that requires navigation through unfamiliar territory using a compass and a map.
- overload** In physical education, exercise that uses higher-than-normal intensity or weight to increase strength, endurance and fitness.

## P

- personal responsibility** Being able to distinguish right from wrong and being accountable for one's own actions and behavior.
- performance assessment** A test designed to emulate real-life contexts or conditions in which specific knowledge or skills are applied and measured.
- progression** Tasks designed to gradually and sequentially lead children to improved performance and versatility.

## R

- resting heart rate** The number of heart beats per minute when the body is at rest (typically 60-80), best calculated in the morning before activity.

## S

- self expression** A demonstration or communication of one's own personality or emotions.
- side orientation** Positioning the side of the body facing the intended target, allowing for body rotation when executing a skill.
- small-sided games** Activities using fewer players than the adult form of the activity, to allow participation and involvement by more players.
- social responsibility** Working together in an accountable way that contributes to the good of a community or team.

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<b>specialized skills</b>	Specific techniques used to enable accomplished performance (e.g., overhand serve in volleyball, forehand drive in tennis, grapevine step in dance).
<b>specificity</b>	In physical education, training that aligns with the demands of a precise type of physical activity.
<b>strategy</b>	An overall game plan made by a team or team leader about how to defeat an opponent (e.g., how to handle a particular player, what kind of defense will be used in a game).
<b>striking and fielding games</b>	Activities where balls are hit into a playing field to elude fielders and score runs.
<b>summative assessment</b>	A test used at the end of teaching to measure learning and determine effectiveness of instruction.
<b>support movement</b>	Moving to an appropriate position to aid a teammate's play (e.g., to receive a football pass, to block a tackle).

## T

<b>tactic</b>	Individual or team approach that helps accomplish a goal or accommodate a specific situation that includes decisions about when, why and how to react in a game or challenge (e.g., invasion game, cooperative task).
<b>target games</b>	Opposed or unopposed activities in which the goal is to accurately propel an object at a target (e.g., bowling, archery).
<b>target heart rate zone</b>	The number of heartbeats per minute to achieve maximum training benefits from an aerobic workout, obtained by subtracting the person's age from 220 and multiplying by 60 to 85 percent, depending on the individual's fitness level.

## V

<b>vigorous physical activity</b>	Intensity of physical activity that corresponds to approximately 70 percent or more of an individual's maximum heart rate, causing sweating and hard breathing (e.g., running, aerobic dance, singles tennis, swimming laps, competitive basketball).
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