

Using CrossFit to Achieve the K-12 National Physical Education Standards

The following document identifies the SHAPE National Standards that are explicitly addressed in the CrossFit Kids curriculum at the elementary, middle school, and high school levels. For each standard, examples of specific grade level outcomes (GLO) addressed are provided. The cited outcomes are not an all-inclusive list, nor should it be assumed that all GLO's for each standard are necessarily covered in the CrossFit Kids curriculum.

Grade-Level Outcomes for Elementary School (K-Grade 5)

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Locomotor

S1.E1 Hopping, galloping, running, sliding skipping, leaping

- Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (S1.E1.5b)

S1.E2 Jogging, running

- Runs for distance using a mature pattern. (S1.E2.4)
- Uses appropriate pacing for a variety of running distances. (S1.E2.5)

S 1.E3 Jumping & landing, horizontal

- Performs jumping & landing actions with balance. (S1.E3.K)
- Jumps and lands in the horizontal plane using a mature pattern. (S1.E3.3)

S1.E4 Jumping & landing, vertical

- Jumps and lands in the vertical plane using a mature pattern. (S1.E4.3)

Not addressed:

S1.E5 Dance

S1.E6 Combinations

Nonlocomotor (stability)

S1.E7 Balance

- Balances on different bases of support, combining levels and shapes. (S1.E7.2a)
- Balances in an inverted position 1 with stillness and supportive base. (S1.E7.2b)
- Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)

S1.E8 Weight transfer

- Transfers weight from feet to different body parts/ bases of support for balance and/or travel. (S1.E8.2)
- Transfers weight from feet to hands for momentary weight support. (S1.E8.3)
- Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (S1.E8.4)

S1.E9 Weight transfer, rolling

- Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)

S1.E10 Curling & stretching; twisting & bending

- Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3)

S1.E12 Balance & weight transfers

- Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S 1.E12.4)

Not addressed:

S1.E11 Combinations

Manipulative

S1.E27 Jumping rope

- Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)

Not addressed:

S1.E13 - S1.E26

Standard 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Movement concepts

S2.E1 Space

- Differentiates between movement in personal (self- space) and general space. (S2.E1.Ka)

S2.E2 Pathways, shapes, levels

- Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)
- Combines shapes, levels and path- ways into simple travel, dance and gymnastics sequences. (S2.E2.2)

S2.E3 Speed, direction, force

- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)
- Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)

S2.E4 Alignment & muscular tension

- Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)
- Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)

S2.E5 Strategies & tactics

- Applies simple offensive strategies & tactics in chasing & fleeing activities. (S2.E5.4a)

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.E1 Physical activity knowledge

- Discusses the benefits of being active and exercising and/ or playing. (S3.E1.1)
- Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)

S3.E2 Engages in physical activity

- Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)

S3.E3 Fitness Knowledge

- Recognizes the use of the body as resistance (e.g., holds body in plank position, animal walks) iv for developing strength. (S 3.E3.2a)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)

S3.E4 Fitness Knowledge

- Demonstrates warm-up & cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)

S3.E5 Assessment & program planning

- Completes fitness assessments (pre- & post-). (S3.E5.4a)
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)

S3.E6 Nutrition

- Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

S4.E1 Personal responsibility

- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)

S4.E2 Personal responsibility

- Accepts responsibility for class protocols with behavior and performance actions. (S 4.E2.2)

S4.E3 Accepting feedback

- Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)

S4.E4 Working with others

- Praises the movement performance o f others both more- and less- skilled. (S4.E4.4a)
- Accepts players of all skill levels into the physical activity. (S4.E4.4b)

S4.E5 Rules & etiquette

- Exhibits the established protocols for class activities. (S4.E5.1)

S4.E6 Safety

- Works safely with peers and equipment in physical activity settings. (S4.E6.4)

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5.E1 Health

- Examines the health benefits of participating in physical activity. (S5.E1.4)

S5.E2 Challenge

- Recognizes that challenge in physical activities can lead to success. (S5.E2.1)

S5.E3 Self-expression & enjoyment

- Describes positive feelings that result from participating in physical activities. (S5.E3.1a)
- Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)

S5.E4 Social interaction

- Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

Grade Level Outcomes for Middle School (Grades 6-8)

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

S1.M24 Individual-performance activities

- Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities (gymnastics & weightlifting). (S1.M25.8)

Not addressed:

S1.M1 – S1.M23

*The middle school Standard 1 outcomes are almost entirely focused on sport-specific activities, addressing sports using a teaching games for understanding framework (invasion games, net/wall games, etc.) and also addressing dance and outdoor pursuits. According to the text, “Due to the introduction of formal tactics and strategies in middle school, the emphasis is on games and sports at this level. It’s essential, however, to include a wider variety of physical activity in the curriculum to support interests of all students and address the breadth of the outcomes” (p. 42).

Standard 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2.M12 Movement concepts

- Identifies and applies Newton’s laws of motion to various dance or movement activities. (S2.M12.7)
- Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)

Not addressed:

S2.M1-S1.M11, S1.M13

*The middle school Standard 2 outcomes utilize the same framework as Standard 1.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.M1 Physical activity knowledge

- Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)

S3.M2-S3.M5 Engages in physical activity

- Participates in self-selected physical activity outside of physical education class. (S3.M2.6)
- Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training and light free-weight training. (S3.M3.7)

- Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)
- Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)

S3.M6-S3.M14 Fitness knowledge

- Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. (S3.M6.7)
- Identifies the components of skill-related fitness. (S3.M7.6)
- Sets and monitors a self-selected physical-activity goal for aerobic and/ or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)
- Employs correct techniques and methods of stretching. (S3.M9.6)
- Describes the role of exercise and nutrition in weight management. (S3.M10.7)
- Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7)
- Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8)
- Defines how the RPE Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)
- Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)

S3.M15-S3.M16 Assessment & program planning

- Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)
- Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)

S3.M17 Nutrition

- Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)

S3.M18 Stress Management

- Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise. (S3.M18.7)

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

S4.M1-S4.M2 Personal responsibility

- Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. (S4.M1.7)
- Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)

S4.M3 Accepting feedback

- Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)

S4.M4-S4.M5 Working with others

- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)
- Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)

S4.M6 Rules and etiquette

- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

S4.M7 Safety

- Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.M7.8)

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.

S5.M1-S5.M2 Health

- Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
- Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)

S5.M3 Challenge

- Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks. (S5.M3.6)

S5.M4-S5.M5 Self-expression and enjoyment

- Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)
- Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)

S5.M6 Social interaction

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)

Grade Level Outcomes for High School

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

S1.H3 Fitness Activities

- Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

Not addressed:

S1.H1 Lifetime activities (encouraged but not directly addressed)

S1.H2 Dance & rhythms

Standard 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2.H1-S2.H3 Movement concepts, principles & knowledge

- Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/ w all games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)
- Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)
- Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Not addressed:

S2.H4 (Dance)

Standard 3. Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

S3.H1-S3.H5 Physical activity knowledge

- Investigates the relationships among physical activity, nutrition, and body composition. (S3.H1.L2)
- Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)
- Applies rates of perceived exertion and pacing. (S3.H3.L2)
- Evaluates—according to their benefits, social support network, and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)
- Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)

S3.H6 Engages in physical activity

- Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

S3.H7-S3.H9

- Demonstrates appropriate technique in resistance-training machines and free weights. (S3.H7.L1)
- Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.H8.L2)
- Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

S3.H11-S3.H12

- Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)
- Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

S3.H13 Nutrition

- Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)

S3.H14 Stress management

- Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)

Not addressed:

S3.H10 (Target heart rate)

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

S4.H1 Personal responsibility

- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. (S4.H1.L1)

S4.H2 Rules & etiquette

- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

S4.H3 & S4.H4 Working with others

- Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.H4.L1)

S4.H5 Safety

- Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5.H1 Health

- Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

S5.H2 Challenge

- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

S5.H3 Self expression & enjoyment

- Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

S5.H4 Social interaction

- Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)