



## Jump Rope For Heart and Hoops For Heart Align with the National Standards for Physical Education

**SHAPE America**—Society of Health and Physical Educators recommends that every student should have access to a balanced, progressive, developmentally appropriate program of instruction in physical education. The most important determinant for measuring the effectiveness of a physical education program is whether students meet the performance standards based on the National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America, 2014). These standards demonstrate that physical education has meaningful and significant content. They describe achievement, show that knowledge and skills matter, and confirm that mere willing participation is not the same as learning.

**Participation in Jump Rope For Heart (JRFH) and/or Hoops For Heart (HFH) offers students many opportunities to achieve the National Standards.**

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### **Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

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The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. The development and refinement of gross motor skills and movement patterns are greatly enhanced by JRFH and HFH activities. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, jumping, hopping, galloping, skipping, throwing), which are further refined, combined and varied during the middle school years. Bi-lateral coordination, agility, eye/hand and eye/foot coordination, static/dynamic balance and motor planning are inclusive motor skills that are developed in younger children and augmented in older children. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.

**Grades K-2:** Young children are very active and enjoy learning and mastering new ways to move and be active. These students perform a variety of locomotor skills including jump rope skills and ball skills (including throwing, catching and dribbling).

**Grades 3-5:** Older children develop maturity and versatility in the use of fundamental motor skills. Students demonstrate advanced jump rope skills and demonstrate a mature form of throwing, catching and dribbling. They use these skills in dynamic and complex environments and in combinations with each other.

**Grades 6-8:** Adolescents are able to participate with skill in a variety of activities. Students achieve mature forms in the basic skills and can use these skills successfully in modified games or activities of increasing complexity.

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## **Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

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The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. Principles of anatomy, physiology, kinesiology, and sports science are naturally embedded in the JRFH and HFH programs:

- Skeletal system, muscular system and cardiovascular/respiratory systems are addressed through concepts of structure and function, relationship of physical activity to health of systems and impact of environmental factors on such systems, (e.g., nutrition, physical activity, smoking).
- Kinesthetic intelligence and awareness is developed through practice and explicit teaching of motor skills necessary for jump rope skills and basketball skills.
- Skills, strategies and tactics needed to participate in team sports are focused on with HFH.

Taught in an age-appropriate manner, the terminology and concepts of the body systems as they relate to physical activity and team sports are foundational to the JRFH/HFH programs, as well as to quality physical education programming

**Grades K-2:** Young children are rapidly maturing in their basic cognitive abilities. Students identify various body parts including identifying the heart as a muscle. They learn and apply concepts such as identifying elements of correct form and use instructional cues to improve performance.

**Grades 3-5:** Older children are able to comprehend more complex concepts and principles and apply them in structured settings. Students use feedback to improve performance and give examples of physiological benefits of participation in physical activity. These students are able to use their knowledge of basic motor development principles to improve skill development.

**Grades 6-8:** Adolescents exhibit an increasingly complex discipline-specific knowledge. Students can identify similarities in body position in various team sports and have a high level of understanding of movement concepts and principles. Students can explain game tactics and strategies and can detect errors in personal performance.

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## **Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

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The intent of this standard is development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Participation in JRFH and HFH programs augments participation in quality physical education class for the improvement of physical fitness.

**Grades K-2:** Young children engage in a variety of activities that serve to promote health-related physical fitness. They enjoy physical activities for the pleasure experienced from simply moving. They recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing).

**Grades 3-5:** Older children regularly participate in physical activity for the purpose of improving physical fitness. They recognize that physiological responses to exercise are associated with their own levels of fitness and can give examples of activities that will improve fitness level.

**Grades 6-8:** Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity.

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**Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

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The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activities such as JRFH and HFH.

**Grades K-2:** Young children discover the joy of playing with friends and experience how social interaction can make activities more fun. By improving motor skills, children have gained a basis and appreciation for working with others in cooperative movement, sharing and working together to tackle challenges.

**Grades 3-5:** Older children are active participants and learn to work independently and with small groups, enjoying the diversity of those around them. Building on the foundation laid in the early grades, students continue to develop cultural awareness and appreciate the differences of others.

**Grades 6-8:** Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. They have well-developed cooperation skills and are able to accomplish team goals in both cooperative and competitive activities.

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**Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

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The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. JRFH and HFH provide opportunities for self-expression and social interaction and can be enjoyable, challenging and fun. These activities develop self-confidence and promote a positive self-image, thereby enticing students to continue participating in physical activity throughout their lives.

**Grades K-2:** Young children derive pleasure from movement and experience challenge and joy as they sense a growing competence in movement skills. They are physically active because they enjoy merely participating. Students like the challenge of experiencing new movements and learning new skills. They begin to function as members of a group and to work cooperatively.

**Grades 3-5:** Older children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. Older children are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills.

**Grades 6-8:** Adolescents seek physical activity experiences for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Challenge is found both in experiencing high levels of competition and in learning new and different activities.

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*Jump Rope For Heart and Hoops For Heart also satisfy the National Standards for Health Education.  
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