

# Physical Education Vocabulary (K-12)

## A

### Acceleration

The rate of change of velocity over time (where velocity is the rate of change of position with respect to direction).

### Aerobic Activity

Steady activity in which the heart can supply all the oxygen the muscles need. "With Oxygen"

### Aerobic Endurance

The body's ability to take in and use oxygen so the muscles can keep working. The most important element of fitness.

### Agility

The ability to change the position of your body and/or its parts quickly and accurately.

### Anaerobic Activity

"Without oxygen." Activities for which the body can't supply enough oxygen to keep going for long periods of time.

### Assessment of physical activities

A process of judging/grading a person's level in relation to a set of criteria. In GCSE this involves a process of planning, performing, evaluating, analysing, and improving chosen physical activities.

## B

### Balance

The ability of the body to maintain or regain stability.

### Bench Press

Lay on bench, flat on back. Press from chest to full extension.

### Bicep Muscle

The large muscle in the front part of the upper arm.

### Body Composition

The relative proportions of fat and lean (non-fat) body mass.

### Body Mass Index (BMI)

A formula that determines a healthy body weight based on height.

## C

### Cardiovascular Endurance

The heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time.

### Cardiovascular Fitness

Ability of the heart, lungs, and blood vessels to function efficiently when a person exercises the body.

### Circuit Training

Training that uses a circuit of exercises around a number of different work stations.

### Cool-down

A cool-down brings the mind and the body back to a relaxed state. Helps to reduce the risk of injury.

### Coordination

The ability to control, and put together (integrate) movements made by different parts of the body.

### Core Lifts

The 5 ground base lifts most commonly used: bench press, parallel squat, power clean, incline bench, and front squat.

### **Cramp**

A sudden, uncontrollable, painful contraction of a muscle or a group of muscles, that may last for only seconds, or for hours at a lower intensity. Treated by stretching and massage.

### **D**

#### **Defense**

The team trying to prevent the other team from scoring.

#### **Deltoid Muscle**

Muscle of the shoulder by which the arm is raised.

### **E**

#### **Endurance**

Stamina, the ability to keep going for long periods. Includes cardiovascular-respiratory (heart-breathing) endurance, and muscular endurance.

#### **Exercise**

Involves exertion of the body. It is important in maintaining general health, and includes cardiovascular-respiratory (heart-breathing) endurance, muscular endurance, strength, mobility and flexibility, and body composition. (See also Physical fitness).

#### **Extend**

To straighten a joint.

### **F**

#### **Fine Motor Skills**

Involve movements using small groups of muscles in delicate actions, eg. wrist action in table tennis.

#### **FITT Principal**

Frequency, Intensity, Time, and Type

#### **Flex**

To bend a joint.

#### **Flexibility**

The ability of joints to move throughout their full range of motion.

#### **Force**

Force can be described as a 'pull' or a 'push'.

#### **Form**

Placement of body parts during exercise.

#### **Foul**

A major infraction of the rule; may include a penalty against the player and/or team.

#### **Frequency**

How often you do a particular activity.

### **G**

#### **Gluteal Muscles**

One of the muscles of the buttocks.

#### **Goal**

Scoring in an activity.

#### **Gross Motor Skills**

These are skills which involve large groups of muscles, eg. discus throwers.

### **H**

## **Hamstring Muscle**

A muscle group located on the back of the thigh.

## **Hydration**

To supply water to a person in order to restore or maintain a balance of fluids.

I

## **Isometric Muscle Action**

Occurs when a muscle starts to contract and shorten, but is then stopped by an immovable resistance

## **Isotonic Muscle Action**

Normal muscle action, when the muscle shortens as it produces movement, eg. a biceps curl.

## **Incline Bench**

Lay on a bench raised at 45 degrees, press bar from chest to full extension.

## **Intensity**

How physically hard the activity.

## **Interval Training**

Training with alternating work intervals and rest intervals

## **Involuntary Muscle**

Muscle that you cannot control by your conscious decisions.

J

K

L

## **Latissimus Dorsi**

Large muscle attached to the back and the arm.

## **Lifetime Sports**

A sport that can be played by people of all ages.

## **Low Impact Aerobic Exercise**

Exercise with one foot contacting the floor at all times.

M

## **Motor (movement) Skill**

There isn't a single, agreed definition of a motor skill. We could say that motor skill is, 'the learned ability to perform in a physical activity efficiently, successfully, and consistently'.

## **Muscular Endurance**

The power of a muscle to keep on working. The max. number of reps one can push, pull, or carry.

## **Muscular Strength**

The ability of muscles to work. The max amount of weight one can lift, push, pull, or carry at one time.

## **Muscle**

Body tissue that lengthens and shortens to cause movement of the bones that results in body movement.

N

O

## **Offense**

The attacking team who is trying to score.

## **Out of Bounds**

Outside of playing area.

P

## **Parallel Squat**

With a bar on back/shoulders, the top of your thighs should be about parallel to the floor or slightly lower, in a well-executed squat.

## **Participation**

The taking part in physical activities.

## **Pectoral Muscle**

The large muscle of the chest.

## **Physical Fitness**

A physical state of well-being.

## **Power**

The ability to use strength quickly.

## **Power Clean**

The movement in which the bar starts on the floor and through a jumping and rowing motion, the bar finishes on your chest.

## **Pulse**

The rhythmic beat of the blood being pumped by the heart through the arteries, which are swollen in diameter when the heart contracts, and recoil back to normal when the heart relaxes. Can be felt at the wrist and at the side of the neck.

## **Q**

## **Quadricep Muscle**

The muscle on the front of the thigh.

## **R**

## **Range of Motion**

The amount of movement one can make in a joint.

## **Reaction Time**

How quickly you respond to something.

## **Relaxation**

A process of reducing tension, rigidity, anxiety, and intensity. Specific techniques can be developed eg. Progressive Muscular Relaxation, the Quiet Place, Centring.

## **Repetitions**

The number of consecutive times one does an exercise.

## **Resistance**

Opposition to a force or a movement.

## **Response Time**

The time it takes to respond to some stimulus, eg. the actions of people.

## **Resting Heart Rate**

The number of heart beats during a period of inactivity.

## **Routine**

Performing movements in the same way time after time. A technique used to enhance skill performance.

## **S**

## **Set**

A group of repetitions for an exercise.

## **Skills**

A capacity to perform a specific task that involves the use of muscles and nerves together with

the brain.

### **Speed**

The ability to perform a movement or cover a distance in a short period of time.

### **Sport**

This term is used in many different ways. It could be described as 'a type of physical activity which you choose to compete in fairly, and try to win.' There have been many attempts to divide sport into different groups.

### **Sportsmanship**

Playing within the rules with a good attitude and with respect to others.

### **Stability (of the body)**

This involves the equilibrium or balance of the body on a base, it is increased if: the area of the base is wider or larger; the centre of gravity is lowered; the centre of gravity is brought nearer to the centre of the base.

### **Strength**

The amount of force that is produced by muscles contracting. Includes static or isometric strength, where effort is made against an immovable resistance; and dynamic or isotonic strength where effort moves a resistance.

### **Stretching**

Exercise to improve flexibility. This can be passive, eg. limb being pushed to the limit of movement by a partner; active, eg. moving and holding your own stretch position; and ballistic, eg. swinging arms and/or legs.

## **T**

### **Techniques**

The basic patterns of movement which have to be developed in every activity.

### **Time**

How long you do the activity.

### **Training (physical)**

A process which is designed to improve physical capacity, fitness, skill, etc.

### **Tricep Muscle**

Muscle located on the back of the upper arm.

### **Type**

What kind of exercise.

## **U**

## **V**

### **Variation (of training)**

Training should be varied to prevent boredom occurring and injuries developing. Variation should always be safe.

### **Voluntary Muscle**

Muscle that can be controlled by your conscious decisions

## **W**

### **Warm-up**

A warm-up should involve a gradual increase in the heart rate and breathing rate, a slight rise in body temperature, and prepare the mind and the body for activity. Helps to reduce the risk of injury.

### **Work Out**

The part of the physical activity program during which a person does activities to improve fitness.

## **Weight Training**

The lifting of weights to build strength. Also called resistance training.

**X**  
**Y**  
**Z**

CCSS Literacy Standard	7th grade Indiana Standards	Q1	Q2	Q3	Q4
Quarter 1	Literacy Standards				
	6-8.RT.1 Cite specific textual evidence to support analysis of technical health, fitness, sport and physical education texts.				
	6-8.RT.3 Follow precisely a multistep procedure when performing physical education tasks.				
	6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific, fitness, sport or health context relevant to grades 6-8 texts and topics.				
	6-8.RT.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.				
	6-8.RT.7 Integrate technical health, fitness, sport, and physical education information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, sport diagram, model, graph, or table).				

	6-8.WT.2 Write informative/explanatory texts, including technical processes.				
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.				
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.				
	e. Establish and maintain a formal style and objective tone.				
	6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
	6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently .				
	6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences				



	<b>Academic Standard</b>				
	7.1.1 Demonstrate a movement sequence in a physical activity or game.				
	7.2.1 Learn and apply principles necessary for skilled performance				
	7.2.2 Recognize the open person concept in team sport activities				
	7.2.3 Describe and demonstrate the difference between being on offense and defense in various activities.				
	7.3.1 Select and participate in activities that will build a repertoire of lifetime physical activities.				
	7.4.1 Utilize self-assessment of physical fitness to identify strengths and weaknesses and use this information to develop a personal fitness program.				
	7.4.2 Demonstrate the importance of all components of physical fitness in achieving a desired level of health-enhancing physical fitness.				
	7.4.3 Describe and apply an understanding of the concepts of health-related physical fitness to an individual exercise program.				
	7.5.1 Contribute to the development of and adherence to rules that provide for safe participation in physical activities.				
	7.5.2 Accept responsibilities of being a part of a team and strive to make contributions toward team success.				

	7.5.3 Follow the rules of games and activities to ensure a safe environment for participants.				
	7.5.5 Adapt games to allow the participation of individuals of varying abilities.				
	7.5.6 Participate in cooperative games that require a contribution from all team members.				
	7.6.2 Participate in challenge and adventure activities that require the development of strategies and teamwork				
	7.6.3 Identify and practice a physical activity/exercise or movement that is difficult to perform in order to increase skill/fitness level.				
	<b>6th grade Indiana Standards</b>				
	<b>Literacy Standards</b>				
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	6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.				

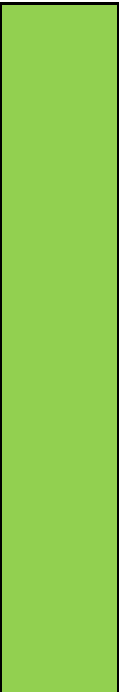
	6-8.RT.7 Integrate technical health, fitness, sport, and physical education information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).				
	6-8.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.				
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	6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently				

	6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				

	<b>Academic Standards</b>				
	6.1.1 Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills.				
	6.1.2 Demonstrate basic competency in more specialized movement skills related to specific physical activities.				
	6.2.1 Identify basic concepts that apply to the movement and sport skills being practiced.				
	6.2.3 Describe basic strategies for offense and defense in simple leadup games.				
<b>Quarter 3</b>	6.3.1 Identify and participate in activities that, when done consistently, can contribute to an active lifestyle.				
	6.3.2 Participate in activities, outside of school, that are health-enhancing and can be continued throughout a lifetime.				
	6.4.2 Develop personal goals for each of the health-related physical fitness components.				
	6.4.3 Measure personal fitness levels in each of the health-related physical fitness components in relation to age.				
	6.5.1 Participate in cooperative activities in a leadership or followership role.				
	6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.				
	6.6.1 Engage in physical activities as an opportunity to socialize with friends and family.				
	6.6.2 Participate in challenging activities requiring the utilization of newly acquired skills.				

	<b>8th grade Indiana Standards</b>				
	<b>Literacy Standards</b>				
	6-8.RT.1 Cite specific textual evidence to support analysis of technical health, fitness, sport and physical education texts.				
	6-8.RT.3 Follow precisely a multistep procedure when performing physical education tasks.				
	6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific, fitness, sport or health context relevant to grades 6-8 texts and topics.				
	6-8.RT.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.				
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	<b>Academic Standards</b>				
	8.1.1 Combine and refine fundamental techniques in games and sports and work towards achieving competence in increasingly complex physical activity contexts.				
	8.3.1 Choose health-enhancing physical activities for leisure time.				
	8.3.2 Participate in a variety of activities based upon likes, dislikes, fitness needs, environment, and availability of resources.				
	8.3.4 Choose activities based upon skill level and individual physical needs.				

Quarter 4	8.4.1 Participate in a personal health-related physical fitness program.				
	8.4.2 Assess fitness levels and develop a personal exercise program that will maintain or improve all fitness components.				
	8.5.1 Develop leadership and followership skills and personal choice in physical activity settings.				
	8.5.2 Perform safely and follow class rules of conduct and game rules.				
	8.5.3 Recognize and correct unsafe situations related to participation in physical activities.				
	8.5.4 Demonstrate a positive attitude toward self and peers through physical activity.				
	8.5.5 Value others during physical activity.				
	8.6.1 Exhibit winning and losing gracefully within the physical activity context.				
	8.6.2 Engage in challenging new physical activities.				





Highlighted quarters represent mastery expected					
CCSS Literacy Standard	Indiana Academic Standard	Q1	Q2	Q3	Q4
<b>Quarter 1</b>					
	10.1.1 Perform and analyze activity-specific skills in individual, dual, and team physical activities.				
	10.1.1 Synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.				
	10.1.3 Model or teach mature motor skills and movement patterns to other students.				

	10.1.4 Perform specific skills at a difficult performance level.				
	10.2.1 Apply previously learned strategies and tactics to advanced physical activities.				
	10.3.1 Compare and contrast available community resources that promote an active lifestyle and select an activity in which to participate.				
	10.3.2 Summarize available community and/or online resources that provide active lifestyle products and services for purchase.				
	10.3.3 Describe and demonstrate physical activities that contribute to the improvement of specific fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).				
	10.3.4 Participate regularly in lifetime physical activities (minimum accumulated total of 60 minutes of moderate intensity activity most days of the week) that contribute to improved physical fitness and wellness.				
	10.4.1 Design and implement a personal workout program to achieve and maintain an optimal level of health-related physical fitness.				
	10.4.2 Identify and evaluate personal physiological responses to exercise.				

Quarter 2					
	10.4.3 Compare and contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.				
	10.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.				
	10.5.2 Advocate for the benefits of physical activities on social and emotional health.				
	10.5.3 Assess the potential physiological risks associated with physical activity in various environments.				
	10.5.4 Examine how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities.				
	10.5.5 Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.				
	10.5.6 Apply game rules accurately and fairly during physical activity				
	10.6.1 Promote positive mental and emotional aspects of participation in a variety of physical activities				

	10.6.2 Appraise feelings of satisfaction and enjoyment as a result of participating in regular physical activity.				
	10.6.3 Reflect on reasons for choosing to participate in lifetime physical activities.				














Highlighted quarters represent mastery expected					
CCSS Literacy Standard	Indiana Academic Standard	Q1	Q2	Q3	Q4
	9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical physical education context relevant to grades 9-12 texts and topics.				
	9-12.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, distance, object).				
	9-12.RT.7 Translate technical PE information expressed in words in a text into visual form (e.g., a table, chart, court and field diagrams) and translate information expressed visually or mechanically (e.g., in an equation) into words.				
	9-12.WT.2 Write informative/explanatory texts, including technical processes.				
	9-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
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	10.1.2 Synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.				
	10.1.3 Model or teach mature motor skills and movement patterns to other students.				
	10.1.4 Perform specific skills at a difficult performance level.				
	10.2.1 Apply previously learned strategies and tactics to advanced physical activities.				

	10.2.2 Analyze and evaluate information about complex motor skills that lead to improved physical performance.				
	10.3.1 Compare and contrast available community resources that promote an active lifestyle and select an activity in which to participate.				
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	10.4.3 Compare and contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.				
	10.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.				
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	10.5.3 Assess the potential physiological risks associated with physical activity in various environments.				
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	10.6.2 Appraise feelings of satisfaction and enjoyment as a result of participating in regular physical activity.				
	10.6.3 Reflect on reasons for choosing to participate in lifetime physical activities.				