

## Developmentally Appropriate Times to Teach Program Objectives

This document provides general guidelines for assessing the developmental appropriateness of program objectives.

### Locomotor Skills

Early Elementary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)	High School Grades (9-12)
Acquisition of essential elements of form.	Achievement of good form during their application in activities.		

### Object Control Skills

Early Elementary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)	High School Grades (9-12)
Introduction of initial elements of form on simple object control skills (e.g., underhand throw, kicking)	Acquisition of mature form on fundamental object control skills in activities.  Acquisition of good form on complex object control skills (e.g., overhead strike)	Acquisition of good form and application of sport/lifelong activity related skills.	

### Fitness Capacities

Early Elementary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)	High School Grades (9-12)
	Acquiring necessary patterns of behavior (e.g., learning to jog at a steady, sub-maximal pace) and essential elements of form (e.g., correct form when stretching).	Acquisition of health-related levels on each fitness capacity.	Maintenance of health-related levels on each fitness capacity through active lifestyles.

### Cognitive Concepts

Early Elementary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)	High School Grades (9-12)
	Primary focus on the benefits of physical activity and adaptations to activity/exercise.	Knowledge necessary for effective participation in common lifelong activities.  Principles of training.	Knowledge related to managing one's own physical activity program.

### Personal/Social Character Traits

Early Elementary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)	High School Grades (9-12)
Acquisition of simpler personal traits (e.g., follow directions, best effort).	Acquisition of complex personal traits (e.g., perseverance, compassion) and simpler social traits (e.g., cooperation, responsibility).	Acquisition of complex personal/social traits (e.g., leadership, respect for property).	

### Lifelong Activities

Early Elementary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)	High School Grades (9-12)
	Primary focus on activities common to the students' milieu.	Primary focus on activities students will engage in high school and others commonly engaged in by adults.	Primary focus on students managing their own activity.  Introduction to activity alternatives available to them once leaving school.