

WISCONSIN STANDARDS FOR **Physical Education**



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Section II

Wisconsin Standards for Physical Education

What is Physical Education?

As an academic subject and part of a well-rounded education, physical education is a well-planned sequential, “standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors” for mental and emotional health and active healthy living (SHAPE America, 2015 website). Physical education contributes to the development of physical literacy, which is defined as an individual having the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for purposeful engagement in physical activity for the development of the whole person throughout their lifespan (adapted from Whitehead, 2013 and Mandigo, Francis, Lodewyk and Lopez, 2012). Beyond creating physically literate individuals, physical education is a subject supporting learning in all academic areas, as evidence affirms participation in physical education improves concentration and memory, increases problem-solving abilities, enhances social and emotional learning, and fosters positive relationships.

Physical education and physical activity are not the same thing. These terms are often used interchangeably, but they differ in critical ways. A quality physical education program contributes to the school’s mission by following a set of standards that provides learning opportunities, appropriate instruction, and meaningful, challenging content for all students. “This is in contrast to the notion that physical education is recreation”, sports, or physical activity, which do not align with public educational goals (Couturier, Chepko, and Holt/Hale 2014, 4). A standards-based physical education instructional program offers the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain a health-enhancing lifestyle.

Physical Education in Wisconsin

Wisconsin maintains minimum statutory school district standards for physical education. The following statutes are currently found in Wis. Stat. Sec. § 121.02 and Wis. Admin. Code. Sec. PI 8:

Standard J

- Comprehensive curriculum and program of instruction for all pupils
- K-6: three times as week
- In middle school format, grade six weekly minimum
- K-6: by or under the direction of a licensed physical education teacher

Standard K

- K-12 comprehensive and sequential curriculum plan
 - a. Objectives, course sequence, content, resources determine instructional time by week, semester and school term

b. Evaluation method

Standard L

- K-4 and 5-8: regular instruction each week for the entire school term to meet the curriculum plan in par. (k)
- 9-12: access for all pupils each year

Standard P

- 9-12: at least 1.5 credits of physical education incorporating effects of exercise, health-related fitness, and lifetime activities
- Credits must be earned over three separate years

The Wisconsin Standards for Physical Education and performance indicators provide a progressive scope and sequence promoting achievement and well-being, transforming students into physically literate individuals who are college or career ready. This scope and sequence outlines a roadmap for developing a variety of authentic learning opportunities and provide avenues for performance-based assessment and program evaluation. These standards are relevant for all students, including those students with special needs who receive instruction through specialized or adapted physical education or by implementing Universal Design for Learning strategies. In Wisconsin, physical education programming is accessible to every student and provides the necessary resources students need regardless of their ability, gender, race, ethnicity, sexual orientation, language, and social economic status.

Physical education is fundamental for building health-enhancing habits, as research asserts children who build these habits at an early age are more likely to be healthy and active adults (World Health Organization, 2018). Therefore, best practice is to offer physical education instruction for every student at every grade level for the entire school year by a state licensed physical education teacher. Frequency, duration, and quality of instruction are especially critical at the K-6 grade level for foundational fine and gross motor development, and building strong social and relationship skills. For students to be prepared for the application stage, cumulative proficiency of a skill is essential to developing mature patterns, which is best achieved through differentiated instruction, focused practice, and a breadth of learning contexts (SHAPE America, 2014).

As of 2018, findings indicate Wisconsin students are reporting greater use of screens, less sleep, and increased health (mental, emotional, and physical) issues (Wisconsin YRBS, 2017). Recognizing the correlation between health and academic success, frequent, quality physical education is critical to reducing or closing opportunity gaps in schools (Knopf, J. et al, 2016). Physical education supports a holistic approach to student development. This approach can be accomplished utilizing the Whole School, Whole Community, Whole Child (WSCC) model created by the Center for Disease Control and Prevention (CDC) and ASCD

(2014) and Wisconsin’s Equitable Multi-Level Systems of Support (EMLSS). Physical education is a component of the WSCC model and is a part of universal instruction in Tier 1 and a Tier 2 intervention of EMLSS.

Understanding the negative trends related to chronic disease, early mortality, health care costs, and quality of life, there is a gross need for physical education as all students should possess the physical, cognitive, and social and emotional skills to be productive members of society (SHAPE America, 2015). The Wisconsin Standards for Physical Education provide the foundation to build physical literacy for every child as they advance into adulthood.

Wisconsin’s Approach to Academic Standards for Physical Education

The Wisconsin Standards for Physical Education were composed by a writing committee of educators, administrators, and professors from across the state. The writing committee collaboratively determined a sequence of skills and knowledge all students should acquire for lifetime physical literacy. This work was largely informed by:

- The Society of Health and Physical Education (SHAPE America, 2015),
- National Standards & Grade-Level Outcomes for K-12 Physical Education (2014),
- The National Consortium for Physical Education for Individuals with Disabilities (2018),
- Adapted Physical Education National Standards (2008),
- Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017),
- Wisconsin Social and Emotional Learning Competencies (2018),
- Wisconsin Standards for Dance education (2019)
- Individual Stakeholders, and
- State Physical Education Standards:
 - Arizona Department of Education, 2015
 - Kentucky Department of Education, 2018
 - Michigan Department of Education, 2017

- Minnesota Department of Education, 2018
- New York State Department of Education, 2019 (draft).

From the public survey, there was an overwhelming response for the SHAPE America Standards and Grade Level Outcomes (2014) to be adopted as the Wisconsin physical education standards. The writing committee unanimously recommended to the state superintendent to use the SHAPE America Standards and Grade Level Outcomes as a foundational guide for the Wisconsin Standards for Physical Education and performance indicators.

The writing committee elected to use the following five national physical education standards from SHAPE America as Wisconsin's anchor standards.

Students will:

1. demonstrate competency in a variety of motor skills and movement patterns,
2. apply knowledge of concepts, principles, strategies, and tactics related to movement and performance,
3. demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness,
4. exhibit responsible personal and social behavior that respects self and others, and
5. recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

To provide more specificity, the writing committee advocated for including grade-level performance indicators for grades K-8 and adding a third level for high school to better support the Wisconsin 1.5 credit graduation requirements often earned through three high school courses. Furthermore, given Wisconsin's bountiful access to water-based activities, the committee created performance indicators for aquatics. Using SHAPE America's grade level outcomes as a blueprint and keeping Wisconsin students in mind, the writing committee utilized various resources and expertise to formulate grade-level-specific performance indicators. This set of standards drew from the Wisconsin Social and Emotional Learning Competencies (2018).

These performance indicators are designed to guide students' progress on a learning continuum from emerging to applying. The performance indicators provide a framework to identify what students should know and be able to do at the end of each grade as a result of quality instruction. The performance indicators outline a progression between each grade. Standard 3 has a vertical compilation (in addition to the horizontal) in which the knowledge concepts and principles culminate in Knowledge Application.

Because not all schools have the ability or resources to address every performance indicator within a given academic year, schools developing a curriculum should carefully determine a scope and sequence and how goals are to be accomplished. To allow districts and schools flexibility, the performance indicators do not dictate particular sports, games, or physical activities to be used, nor strategies for formative and summative assessment. Following best practices, educators can determine the appropriate tools, strategies, and methods to best help all students meet the standards and performance indicators. Quality physical education programs consist of four essential components: Policy and Environment, Curriculum, Appropriate Instruction, and Student Assessment.

Recommendations for Physical Education Program Components at the Elementary Level

Elementary physical education is the vital first step to the development of physical literacy, with critical elements of curriculum and instruction (SHAPE America, 2015). These elementary key elements also set the foundation for middle and high school level curriculum and instruction program components.

The following elements are based on best practices for elementary physical education:

- Development of fundamental motor skills is critical.
- Fundamental motor skills are not determined maturationally but by practice opportunities, instruction, and encouragement in an environment that is safe for exploration and follows a growth mindset.
- Focus on skill acquisition, mature movement patterns, and social development in a variety of contexts is imperative.
- Deliberate practice and revisitation of skills is necessary for mature development.
- Knowing and understanding the critical elements of movement patterns is crucial for proper instruction and assessment.
- Learning tasks do not use traditional games or sports, Olympic gymnastic stunts, or developmentally inappropriate activities (e.g., dodgeball, kickball, rope climb, duck duck goose, etc.).
- Create developmentally appropriate learning tasks in an environment that is non-competitive (or offers fun and good competition) with a focus on personal growth.
- Learning tasks offer endless opportunities for enjoyment and success to ensure future physical activity participation without compromising skill development.

- Performance indicator adjustments may be needed based on a student's experience, student abilities, and the number of days per week instruction is offered.
- Programs should provide breadth in experience relative to each skill, meaning students have more than mere exposure; units and lessons should move the student toward performance of skills in a mature pattern.

Standards Structure

The Wisconsin Standards for Physical Education follow a specific structure.

Standards Coding

PE = Content

S1 = Standard (there are five standards)

E1 = Learning Priority (E = Elementary, M = Middle, H = High)

K = Grade-level Performance Indicator

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Performance Indicators (by Grade)

| Learning Priority | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade |
|---|--|---|--|--|---|---|
| Locomotor Walking, Running, Hopping, Leaping, Sliding, Galloping, Skipping | Perform locomotor skills (e.g., hopping, galloping, running, sliding, skipping) while maintaining balance. (PE.S1.E1.K) | Hop, gallop, jog, and slide using a mature pattern. (PE.S1.E1.1) | A. Skip using a mature pattern. B. Run with a mature pattern. (PE.S1.E1.2) | Leap using a mature pattern. (PE.S1.E1.3) | A. Demonstrate various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. B. Demonstrate pacing with teacher direction. (PE.S1.E1.4) | A. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. B. Combine locomotor and manipulative skills in a variety of small-sided practice tasks, and game environments. (PE.S1.E1.5) |

Standards Formatting

- **Standard:** Broad statement that tells what students are expected to know or be able to do.
- **Learning Priority:** Breaks down the broad statement into manageable learning pieces.

- **Performance Indicator by grade/level:** Measurable degree to which a standard has been developed or met.

Grade Level Bands

Grade level bands of K-5, 6-8, and 9-12 align to typical elementary, middle, and high school levels.

- At the elementary level, the performance indicators are a developmentally appropriate progression from *introduction* to *maturation* of what a student should know and be able to do.
- In middle school, students are more able to think abstractly and have the ability to *apply* fundamental motor skills and concepts in varying learning contexts.
- High school students have nearly acquired and honed the specialized skills and knowledge needed for adulthood. Therefore, the performance indicators extend the *application* by having students concentrate on planning and implementing lifelong healthy goals.

Definitions

Affective domain: learning domain that focuses on personal social development, emotions, attitudes, values, feelings, and motivation.

Cognitive domain: learning domain that focuses on knowledge and information (facts, concepts, and principles) with an emphasis on the understanding and application of knowledge through higher-order thinking skills.

Fundamental motor skills: the locomotor, non-locomotor, stability, and manipulative skills that provide the foundation for more complex and specific movement patterns used in various physical activities.

Invasion Games: describe game play where the aim is to attack an opponent's territory and score a goal or point (ex. Rugby).

Mature Patterns: Executing with efficiency the critical elements of the motor skills pattern in authentic environments.

Physical activity: any bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure.

Physical education: physical education is a well-planned sequential, "standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors" for mental and emotional health and active healthy living.

Psychomotor domain: learning domain that focuses on motor skill development and acquisition.

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Section III

Content: Physical Education (PE) Standards

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Performance Indicators (by Grade)

| Learning Priority | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade |
|---|---|--|---|---|--|--|
| PE.S1.E1 Locomotor: Walking, running, hopping, leaping, sliding, galloping, skipping | Perform locomotor skills (e.g., hopping, galloping, running, sliding, skipping) while maintaining balance. (PE.S1.E1.K) | Hop, gallop, jog, and slide using a mature pattern. (PE.S1.E1.1) | A. Skip using a mature pattern. B. Run with a mature pattern. (PE.S1.E1.2) | Leap using a mature pattern. (PE.S1.E1.3) | A. Demonstrate various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. B. Demonstrate pacing with teacher direction. (PE.S1.E1.4) | A. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. B. Combine locomotor and manipulative skills in a variety of small-sided practice tasks, and games. (PE.S1.E1.5) |

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| <p>PE.S1.E2 Locomotor: Jumping and landing in horizontal and vertical planes</p> | <p>Perform jumping and landing actions with balance. (PE.S1.E2.K)</p> | <p>Demonstrate two of the five critical elements in both jumping for distance and for height using two-foot takeoffs and landings. (PE.S1.E2.1) Critical Elements: Jumping for Distance (horizontal plane)-</p> <ul style="list-style-type: none"> • Arms back and knees bend in preparation for jumping action • Arms extend forward as body propels forward • Body extends and stretches slightly upward while in flight • Hips, knees, and ankles bend on landing • Shoulders, knees, and ankles align for balance after landing <p>Jumping for height (vertical plane)-</p> <ul style="list-style-type: none"> • Hips, knees, and ankles bend in | <p>Demonstrate four of the five critical elements (see list in previous grade) for jumping and landing using a variety of one and two-foot take-offs and landings. (PE.S1.E2.2)</p> | <p>Jump and land in the horizontal and vertical planes using a mature pattern. (PE.S1.E2.3)</p> | <p>Demonstrate spring and step take-offs and landings specific to gymnastics. (PE.S1.E2.4)</p> | <p>Combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, small-sided practice tasks, and games. (PE.S1.E2.5)</p> |
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| | | <p>preparation for jumping action</p> <ul style="list-style-type: none"> • Arms extend upward as body propels upward • Body extends and stretches upward while in flight • Hips, knees, and ankles bend on landing • Shoulders, knees, and ankles align for balance after landing | | | | |
| Locomotor: Dance/ rhythmic activities | Perform locomotor skills in response to teacher-led creative dance. | Combine locomotor and non-locomotor skills in a teacher-designed dance. | Perform a teacher- or student- designed rhythmic activity with the correct response to simple rhythms. | Perform teacher-selected and developmentally appropriate dance steps/rhythm and movement patterns. | Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance. | Combine locomotor skills in cultural as well as creative dances/rhythm (self and group) with correct rhythm and pattern. |
| Locomotor: Combinations | | | | Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation in teacher- or student-designed small-sided practice tasks. | Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- or student-designed small-sided practice tasks. | Combine traveling with manipulative skills of dribbling, throwing, catching and striking without hesitation in teacher- or student-designed small-sided games. |

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| Non-locomotor (stability): Weight transfer and rolling actions | Roll sideways in a narrow body shape. | Roll with either a narrow or curled body shape. | A. Transfer weight from one body part to another in self-space, dance, and gymnastics. B. Roll in different directions with either a narrow or curled body shape. | Transfer weight from feet to different body parts or bases of support for balance and rolling. | A. Transfer weight from feet to hands for momentary weight support. B. Transition into and out of a roll as part of a gymnastics sequence. | Combine rolling, traveling, and weight transfer as part of a gymnastics sequence. |
| Non-locomotor (stability): Balance | A. Maintain momentary stillness on different bases of support. B. Form wide, narrow, curled, and twisted body shapes. | Maintain stillness on different bases of support with different body shapes. | A. Balance on different bases of support, combining levels and shapes. B. Balance in an inverted position with stillness and supportive base. | Balance on different bases of support, demonstrating muscular tension and extensions of free body parts. | Balance on different bases of support on apparatus, demonstrating levels and shapes (e.g., balance beam, dome cones, stepping stones, balance ball, aerobic step benches, skate boards, saturn balls, pogo sticks, stilts). | Combine balance and transfers weight in a gymnastics sequence or dance with a partner. |
| Non-locomotor (stability): Curling and stretching; twisting and bending | Contrast the actions of curling and stretching. | Demonstrate twisting, curling, bending, and stretching actions. | Differentiate among twisting, curling, bending, and stretching actions. | Move into and out of gymnastics balances with curling, twisting, and stretching actions. | Move into and out of balances on an apparatus with curling, twisting, and stretching actions. | Perform curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks, and game environments. |

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| Non-locomotor (stability): Combinations | | | Combine balances and transfers into a three-part sequence (e.g., dance sequence or gymnastic sequence). | Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. | Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. | Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. |
| Non-locomotor (stability): Balance and weight transfers | | | | Combine balance and weight transfers with movement concepts to create and perform a dance. | Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or an apparatus. | Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or an apparatus. |

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| Manipulative: Underhand throw; Underhand roll | Roll or throw underhand with opposite foot forward. | Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern. Critical Elements: <ul style="list-style-type: none"> • Face target in preparation for throwing action • Arm back in preparation for action • Step with opposite foot as throwing arm moves forward • Release object between knee and waist level • Follow through to target | Roll or throw underhand using all five critical elements of a mature pattern. | Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy. | Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects. | A. Roll or throw underhand using a mature pattern in environments with different sizes and types of objects. B. Throw underhand to a large target with accuracy. |
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| <p>Manipulative: Overhand throw; Backhand throw</p> | | | <p>A. Throw overhand, demonstrating three of the five critical elements of a mature pattern.</p> <p>B. Throw backhand, demonstrating three of the five critical elements of a mature pattern.</p> <p>Critical Elements:</p> <ul style="list-style-type: none"> • Side to target in preparation for throwing action • Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads • Step with opposite foot as throwing arm moves forward • Hip and spine rotate as throwing action is executed • Follow through to target and across the body | <p>A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.</p> <p>B. Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.</p> | <p>A. Throw overhand using a mature pattern with accuracy in non-dynamic environments.</p> <p>B. Throw backhand using a mature pattern with accuracy in non-dynamic environments.</p> <p>C. Throw to a moving partner with reasonable accuracy.</p> <p>D. Combine traveling and throwing in a teacher- or student- designed small-sided practice task environment.</p> | <p>A. Throw with accuracy with both partners moving.</p> <p>B. Throw with reasonable accuracy in dynamic small-sided games.</p> <p>C. Combine traveling and throwing for execution to a target during small-sided practice tasks and in game environments.</p> |
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| Manipulative: Passing with hands | | | | | Pass to a moving partner with reasonable accuracy in a non-dynamic environment. | Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small-sided practice games. |
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| <p>Manipulative: Catching</p> | <p>A. Drop an object and catch it before it bounces twice.</p> <p>B. Catch a large object tossed by a skilled thrower.</p> | <p>A. Catch a soft object from a self-toss before it bounces demonstrating two of the five critical elements.</p> <p>B. Catch various sizes of objects self-tossed or tossed by a skilled thrower demonstrating two of the five critical elements.</p> <p>Critical Elements:</p> <ul style="list-style-type: none"> • Extend arms outward to reach for object <ul style="list-style-type: none"> - Thumbs in for catch above the waist - Thumbs out for catch at or below the waist • Watch the object all the way into the hands • Catch with hands only; no cradling against the body | <p>Catch a self-tossed or well-thrown large object with hands, not trapping or cradling against the body.</p> | <p>Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.</p> | <p>A. Catch a thrown object above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment.</p> <p>B. Combine traveling and catching in a teacher- or student- designed small-sided practice task environment.</p> | <p>Catch with reasonable accuracy in dynamic, small-sided practice games.</p> |
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| | | <ul style="list-style-type: none">• Pull the object into the body as the catch is made• Curl the body slightly around the object | | | | |
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| <p>Manipulative: Dribbling with hands</p> | <p>Dribble a ball with one hand, attempting the second contact.</p> | <p>Dribble in self-space using the preferred hand demonstrating two of the five critical elements of a mature pattern.</p> <p>Critical Elements:</p> <ul style="list-style-type: none"> • Knees slightly bent • Opposite foot forward when dribbling in self-space • Contact ball with finger pads • Firm contact with top of ball <ul style="list-style-type: none"> - Contact slightly behind ball for travel - Ball to side and in front of body for travel • Eyes looking over, not down at the ball | <p>A. Dribble continuously in self-space with preferred hand demonstrating three of the five critical elements of a mature pattern.</p> <p>B. Dribble using the preferred hand while walking in general space.</p> | <p>Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.</p> | <p>A. Dribble in self-space with both the preferred and non-preferred hand using a mature pattern.</p> <p>B. Dribble in general space with control of ball and body while increasing and decreasing speed in teacher- or student- designed small-sided practice task environment.</p> <p>C. Dribble with hands in combination with other skills (e.g., passing, receiving, shooting).</p> | <p>Dribble with hands using a mature pattern in a variety of small-sided games.</p> |
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| Manipulative: Kicking | <p>Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.</p> <p>Critical Elements:</p> <ul style="list-style-type: none"> • Arms extend forward in preparation for kicking action • Contact is made directly below the center of the object to travel in the air; Contact is made directly behind the center of the object to travel on the ground • Contact the object with shoelaces or top of the foot for kicking action • Trunk leans back slightly in preparation for kicking action | <p>Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.</p> | <p>Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.</p> | <p>A. Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.</p> <p>B. Use a continuous running approach to kick a stationary object for accuracy.</p> | <p>Kick along the ground and in the air and punt using mature patterns in practice task environments.</p> | <p>Demonstrate mature patterns in kicking and punting in small-sided game environments.</p> |
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| | <ul style="list-style-type: none"> Follow through with kicking leg extending forward and upward toward the target. | | | | | |
| Manipulative: Dribbling with feet | Tap an object using the inside of the foot, sending it forward. | <p>Tap or dribble an object demonstrating two of the five critical elements of a mature pattern while walking in general space.</p> <p>Critical Elements:</p> <ul style="list-style-type: none"> Knees slightly bent in athletic motion Touches are made with the inside or outside of either foot to direct the object Small pushes or touches Keep the object close to the feet Eyes looking "over", not down at the object | Dribble an object in general space demonstrating three of the five critical elements of a mature pattern. | Dribble an object in general space at slow to moderate jogging speed demonstrating four of the five critical elements of a mature pattern. | <p>A. Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions.</p> <p>B. Dribble an object in combination with other skills (e.g., passing, receiving, shooting).</p> | Dribble an object using a mature pattern in a variety of small-sided games. |

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| Manipulative: Passing and receiving with feet | | | | Pass and receive an object with the insides of the feet to and from a stationary partner, "giving" on reception before returning the pass. | A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment. B. Pass and receive an object with the outsides and insides of the feet to and from a stationary partner, "giving" on reception before returning the pass. | A. Pass with the feet using a mature pattern as both partners travel. B. Receive a pass with the feet using a mature pattern as both partners travel. |
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| Manipulative: Volley underhand | Volley a lightweight object (balloon), with an open palm, sending it upward. | A. Volley an object upward with consecutive hits. B. Volley an object forward demonstrating two of the five critical elements of a mature pattern. Critical Elements: <ul style="list-style-type: none"> • Face the target in preparation for the volley • Opposite foot forward • Flat surface with hand for contact of the object • Contact with object between knee and waist level • Follow through upward and slightly forward to the target | Volley an object forward demonstrating three of the five critical elements of a mature pattern. | Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner while demonstrating four of the five critical elements of a mature pattern. | Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern. | Volley underhand using a mature pattern during small-sided games. |
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| Manipulative: Volley overhead | | | | | <p>Volley an object with a two-hand overhead pattern, sending it upward, demonstrating three of the five critical elements of a mature pattern during practice tasks.</p> <p>Critical Elements:</p> <ul style="list-style-type: none"> • Body aligned and positioned under the object • Knees, arms, and ankles bent in preparation for the volley • Hands rounded, thumbs, and first fingers make a triangle (without touching) in preparation • Object contacts only the finger pads; wrists stay firm • Arms extended upward on contact; follow-through slightly toward the target | <p>Volley an object using a two-hand pattern, sending it upward to a target during small-sided games.</p> |
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| <p>Manipulative Striking with short-handled implement</p> | <p>Strike a lightweight object with a paddle or short-handled racket.</p> | <p>Strike an object with a short-handled implement, sending it upward.</p> | <p>A. Strike an object upward with a short-handled implement, using consecutive hits. B. Strike an object with a short-handled implement, sending it forward demonstrating two of the three critical elements of a mature pattern. Critical Elements: Horizontal Plane-</p> <ul style="list-style-type: none"> • Implement back in preparation for striking • Step on the opposite foot as contact is made • Swing racket or paddle low to high • Coil and uncoil the trunk for preparation and execution of the striking action • Follow through for completion of the striking action | <p>A. Strike an object with a short-handled implement, sending it forward over a low net or to a wall demonstrating three of the five critical elements of a mature pattern.</p> | <p>A. Strike an object with a short-handled implement, demonstrating a mature pattern. B. Strike an object with a short-handled implement alternating hits with a partner over a low net or against a wall.</p> | <p>Strike an object consecutively with a partner using a short-handled implement over a net or against a wall, in either a competitive or cooperative game environment.</p> |
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| Manipulative Striking long-handled implement | | | Strike a stationary object, using correct grip, side orientation, and proper body orientation. | Strike an object with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or object tossed by teacher for batting. | Strike an object with a long-handled implement (e.g., hockey stick, golf club, bat), while demonstrating three of the five critical elements of a mature pattern for the implement in practice tasks (e.g., grip, stance, body orientation, swing plane and follow-through). | A. Strike a dynamic object with a long-handled implement using a mature pattern in small-sided games. B. Combine striking with a long handled implement (e.g., bat, hockey stick) with receiving and traveling skills in small-sided games. |
| Jumping Rope | A. Execute a single jump with self-turned rope. B. Jump a long rope with teacher-assisted turning. | A. Jump forward or backward consecutively using a self-turned rope. B. Jump a long rope up to five times consecutively with teacher-assisted turning. | A. Jump a self-turned rope consecutively forward and backward with a mature pattern. B. Jump a long rope five times consecutively with student-assisted turning. | Perform intermediate jump rope skills. (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. | Create and perform a jump rope routine with either a short or long rope. | Create and perform a jump rope routine with a partner using either a long or short rope. |
| Outdoor Pursuits/Adventure Activities | | Identify at least two basic skills needed to perform teacher-directed activity. | Demonstrate at least two critical skills needed to perform teacher-directed activity. | Demonstrate at least three critical skills needed to perform teacher-directed activity. | Demonstrate at least four critical skills needed to perform teacher-directed activity. | Demonstrate five or more critical skills needed to perform a teacher-directed activity. |
| Aquatics | Preferably taught at elementary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. | | | | | |

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| Aquatics: Safety skills | Demonstrate floating with a floatation device and instructor assistance. | A. Demonstrate putting on a life jacket with teacher guidance in isolated settings. B. Differentiate between safe and unsafe places to swim and know where to get help. | A. Demonstrate putting on a life jacket with peer assistance in isolated settings. B. Demonstrate how to use all the safety items in a pool to give assistance without entering the water. | Demonstrate all level five safety concepts in open-water swimming. | A. Demonstrate jumping or stepping from the deck while wearing a life jacket and move to a safe position in isolated settings. | A. Demonstrate floating with continuous kicking, treading water, gliding and using a sidearm stroke. B. Demonstrate jumping or stepping from the deck while wearing a life jacket and move to a safe position in controlled settings. C. Apply all safety concepts in various water conditions. |
| Aquatics: Skills | A. Demonstrate emerging breath control in and out of water. B. Demonstrate buoyancy point in a prone and supine position. | A. Demonstrate breath control in bobs and front glide. B. Emerging demonstration of the catch and flutter kick. | A. Demonstrate emerging breath control in rhythmic breathing. B. Demonstrate flutter kick and catch with emerging mid-pull, and recovery in front and back crawl. | A. Demonstrate breath to one side in sequence with arm stroke. B. Demonstrate move easily from front position to back position. | A. Demonstrate breath to one side in sequence with arm stroke for one pool length without assistance. B. Emerging whip kick. | A. Demonstrate whip kick and arm action for elementary backstroke. B. Demonstrate tread water for two minutes. C. Demonstrate jump in water over their head and then swim for one length of the pool on front or back. |

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement performance.

Performance Indicators (by Grade)

| Learning Priority | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade |
|--|--|--|--|---|--|---|
| Movement Concepts: Space | <p>A. Differentiate between movement in personal (self-space) and general space.</p> <p>B. Move in personal space to a rhythm.</p> | Move in self-space and general space in response to designated beats or rhythms. | Combine locomotor skills in general space to a rhythm. | Recognize and create open space in various physical activities. | <p>A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).</p> <p>B. Apply the concept of closing spaces in small-sided practice tasks.</p> <p>C. Dribble in general space with changes in direction and speed.</p> | Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and small-sided games. |
| Movement Concepts: Pathways, Shapes, Levels | Travel in three different pathways (e.g., straight line, curved line, and zigzag). | <p>A. Travel demonstrating low, middle and high levels.</p> <p>B. Travel demonstrating a variety of relationships with objects (e.g., over, under, around, through).</p> | Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences. | Recognize and perform locomotor skills specific to a wide variety of physical activities. | Combine movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments. | Combine movement concepts with skills in small-sided games, gymnastics, and dance with self-direction. |

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| <p>Movement Concepts: Speed, direction, force</p> | <p>Travel in general space at different speeds.</p> | <p>A. Differentiate between fast and slow speeds. B. Differentiate between strong and light force.</p> | <p>Vary time and force with gradual increases and decreases.</p> | <p>Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher.</p> | <p>A. Apply the movement concepts of speed, endurance, and pacing for running. B. Apply the concepts of direction and force when striking an object (e.g. hands, short-handled implement), sending it toward a designated target.</p> | <p>A. Apply movement concepts to strategy in small-sided game situations. B. Apply the concepts of direction and force to strike an object (e.g. hands, long-handled implement) in small-sided games. C. Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, and extensions) in small-sided game environments, dance, and gymnastics.</p> |
| <p>Movement Concepts: Strategy and tactics</p> | | | | <p>A. Apply simple strategies and tactics in chasing activities. B. Apply simple strategies and tactics in fleeing activities.</p> | <p>Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion/fielding, net/wall, target, and fielding/striking activities.</p> | <p>Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion/fielding, net/wall, target, and fielding/striking games.</p> |

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| Aquatics Safety: | Understand and follow safety concepts as described by the American Red Cross for levels one through three. | Understand and follow safety concepts as described by the American Red Cross for levels three and four. | Understand and follow safety concepts as described by the American Red Cross for level four. | Understand and follow safety concepts as described by the American Red Cross for levels four and five. | Understand and follow safety concepts as described by the American Red Cross for level five. | Understand and follow safety concepts as described by the American Red Cross for levels five and six. |
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Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Performance Indicators (by Grade)

| Learning Priority | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade |
|--|---|---|---|--|---|--|
| Physical Activity Knowledge | Identify active play opportunities in and out of school. | Explain the importance of daily physical activity. | Discuss the benefits of being active, playing, and exercising. | A. Identify risks associated with physical inactivity. B. Understand the physical activity recommendations for youth. | Identify factors that motivate or deter daily participation in physical activity. | Describe how daily physical activity recommendations lead to a healthy body. |
| Fitness Knowledge: Cardio-respiratory endurance | A. Recognize and model the visible and physical signs that are related to vigorous movement. (e.g., sweating, heavy breathing, heart beating faster). B. Recognize exercising the heart helps keep the body healthy. | A. Identify the heart as a muscle that grows stronger with exercise, play and physical activity. B. Identify activities that build muscle and increase heart rate and lung capacity. | A. Identify personal Rate of Perceived Exertion (RPE) using the Borg scale. B. Identify where and how to find pulse. | A. Distinguish between moderate and vigorous heart rate. B. Identify where and how to find and count heart rate. | A. Understand how the Karvonen Formula helps determine a person's target heart rate zone. B. Identify target heart rate zone for moderate-to-vigorous intensity activities (60%-80%). C. Categorizes cardio-respiratory endurance as one component of health-related fitness. | A. Compare personal heart rate or Moderate to Vigorous Physical Activity (MVPA) effort with age-appropriate target heart rate zone. B. Analyze personal fitness levels/data for cardio-respiratory endurance and determine strategies for improvement. C. Differentiate and illustrate examples of cardio-respiratory endurance. |

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| Fitness Knowledge: Muscular strength and endurance | Recognize the body has bones and muscles. | Describe the connection between muscles and one's ability to move. | Identify basic exercises to improve muscular strength and endurance. | Define the concepts of muscular endurance and muscular strength and provide examples of physical activities that enhance these components. | A. Identify which exercise (or fitness assessment) corresponds with measuring muscular strength and endurance. B. Categorize muscular strength and endurance as one component of health-related fitness. | A. Analyze personal fitness levels/data for muscular strength and endurance and determine strategies for improvement. B. Differentiate and illustrate examples of muscular strength and endurance. |
| Fitness Knowledge: Flexibility | Identify the body part involved when stretching. | A. Identify ways to stretch muscles in the upper and lower body. B. Explain why it is safer to stretch a warm muscle rather than a cold muscle. | Identify basic stretches to improve flexibility. | Demonstrate warm-up and cool-down activities that enhance muscle flexibility and recognize the value of increased flexibility when participating in physical activity. | A. Explain why a particular stretch is appropriate preparation for a specific physical activity. B. Identify flexibility as a component of health-related fitness. | A. Analyze personal fitness levels/data for flexibility and determine strategies for improvement. B. Differentiate and illustrate examples of flexibility. |
| Fitness Knowledge: Body Composition | | | | Demonstrate the basic concept of body composition (eating well + being active = healthy body composition). | A. Describe the effect of sustained physical activity and the body's ability to burn calories. (energy in=energy out) B. Identify body composition as a component of health-related fitness. | Describe the short- and long-term benefits of maintaining a healthy body composition. |

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| Fitness Knowledge: Skill-related Fitness | | | | | Identify the components of skill-related fitness. | Define skill-related and health-related fitness. |
| Knowledge Application | Demonstrate knowledge of physical activity and fitness (listed above) related to increasing heart rate, engaging different muscles, and performing various stretches during activity. | Apply knowledge of physical activity and fitness as listed above to increase cardiorespiratory fitness, flexibility muscular strength and endurance. | A. Apply knowledge of physical activity and fitness as listed above to demonstrate personal awareness of RPE and how to find a pulse. B. Select and identify preferred activities that increase cardiorespiratory fitness, flexibility, muscular strength and endurance. | Apply knowledge of physical activity and fitness as listed above to evaluate (RPE, MVPA, heart rate) their engagement of the five components of fitness. | Apply knowledge of physical activity and fitness as listed above to understand and demonstrate the connections between Health Related Fitness components and various fitness activities. | Apply knowledge of physical activity and fitness as listed above to analyze personal development in the health-related fitness components and recognize what activities will help to perform in a healthy fitness zone. |
| Assessment and Program Planning | | | Participate in health-related fitness components working toward building strength and competence using self-assessment and peer assessment skills during practice fitness activities. | Demonstrate, with teacher direction, the health-related fitness components. | A. Complete fitness assessments (pre and post). B. Identify areas of needed remediation from personal test with teacher assistance. C. Identify strategies for progress in areas for remediation. | A. Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health. B. Design a fitness plan to address ways to use physical activity to enhance fitness. |

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| Nutrition | Recognize that food provides energy for physical activity. | Differentiate between healthy and unhealthy food. | Recognize the balance of good nutrition and hydration with physical activity. | Identify foods that are nutrient-dense. | Discuss the importance of proper hydration. | Identify the components on 'My Plate' and how they contribute to overall well-being. |
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Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Performance Indicators (by Grade)

| Learning Priority | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade |
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| Safety | Identify how to safely participate with peers and safely use equipment while following teacher directions. | Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders. | Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders. | Demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders. | Apply safety practices with peers and equipment in a variety of physical activity settings. | Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings. |
| Rules and Etiquette | Recognize the established protocol for class activities. | Exhibit the established protocols for class activities. | Recognize the role of rules and etiquette in teacher-designed physical activities. | Demonstrate understanding of rules and etiquette in physical activity with peers. | Apply the rules and etiquette in a variety of physical activity settings. | Independently choose to apply the rules and etiquette of physical activities in a variety of physical activity settings. |
| Accepting Feedback | Follow instructions and directions when prompted. | Understand how feedback can improve performance. | Accept specific corrective feedback. | Accept and implement specific corrective feedback to improve performance. | Identify how to use corrective feedback to improve performance. | Give and receive corrective feedback respectfully both to and from peers. |

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| Self-Awareness and Self-Management | A. Acknowledge responsibility for behavior when prompted. B. Identify what being personally responsible means in a physical activity setting. | A. Accept personal responsibility by using equipment and space appropriately. B. Accept personal responsibility for individual actions when prompted. | A. Accept responsibility for class protocols with behavior and performance action. B. Demonstrate responsibility for personal actions when participating in a physical activity setting. | A. Identify movement activities that are difficult and ask for assistance. B. Identify rules and safety needs required for safe participation in a physical activity setting. | A. Identify next steps of desired growth and articulate how persistence will help to acquire the skill. B. Explain how personal responsibility impacts safe participation and fair play in a physical activity setting. | Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. |
| | Self-Management | Demonstrate willingness to engage in new learning experiences. | Demonstrate completion of a task following two-step directions (e.g., first, then) | A. Recognize frustration for self and others, and can give positive feedback. B. Demonstrate completion of a task with multi-step directions with teacher assistance. | A. Recognize how working cooperatively with others improves social outcomes. B. Identify steps and strategies to complete a complex task/goal with minimal teacher assistance. | Create and implement action plan toward meeting a physical activity goal. Analyze personal performance to review and revise action plan for improvement |
| Social Awareness and Relationship Skills | Recognize everyone has similarities and differences. | Identify similarities and difference between peers. | Demonstrate acceptance and respect of individual differences. | Accept players of all skill levels into the physical activity. | Praise the movement performance of others both more skilled and less skilled. | Recognize, accept, and actively involve others with both higher and lower skill abilities into physical activities and group projects. |

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| <p>Social Awareness and Relationship Skills</p> | <p>A. Identify a problem or conflict as big or small.</p> <p>B. Explain how personal responsibility impacts safe participation and fair play in a physical activity setting.</p> | <p>A. Recognize different point of views of others in a given conflict with teacher assistance.</p> <p>B. Recognize the feelings of others with teacher assistance.</p> | <p>A. List possible choices, actions, or strategies to resolve a conflict with teacher assistance.</p> <p>B. Identify strategies to manage strong emotions with teacher assistance.</p> | <p>A. Identify cause and effect of a conflict with minimal teacher assistance.</p> <p>B. Demonstrate strategies to manage emotions in a sensitive manner with minimal teacher assistance.</p> | <p>Identify conflict resolution skills to peacefully arrive at a solution.</p> | <p>Implement conflict resolution skills to peacefully arrive at a solution.</p> |
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Content Area: Physical Education (PE)

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Performance Indicators (by Grade Band)

| Learning | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade |
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| Health and Well-being | Recognize that physical activity is important for overall health and well-being. | Identify physical activity as a component of overall health and well-being. | Identify different types of physical activity that positively impact overall health and well-being. | Recognize the value of balancing physical activity and well-being. | Discuss the relationship between physical activity and well-being. | Examine the health benefits of physical activity and well-being. |
| Challenge | Acknowledge that some physical activities are challenging or difficult. | Recognize that challenge in physical activities can lead to success. | Identify different types of physical activities that are challenging. | Discuss the challenge that comes from learning a new physical activity. | Recognize personal strengths and use growth mindset skills to challenge self in growth opportunities. | Participate in personally-challenging physical activity experiences that build on self-identified growth opportunities. |
| Self-expression, Social Interaction, and Enjoyment | Identify physical activities that are enjoyable with or without others. | A. Describe positive feelings that result from participating in physical activities with self or with friends. B. Discuss personal reasons (i.e. the “why”) for enjoying physical activities. | Identify physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments). | Reflect on the reasons for enjoying selected physical activities. | Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner, and small-group and physical activities. | Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment. |

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Performance Indicators (by Grade)

| Learning Priority | 6 th Grade | 7 th Grade | 8 th Grade |
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| Dance and Rhythms | <p>A. Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.</p> <p>B. Revise a selected dance/rhythm to include new movement phases as an individual or small group.</p> | <p>A. Demonstrate correct rhythm and pattern for a different dance form (folk, cultural, social, creative, line, and world dance) or a rhythmic based fitness activity.</p> <p>B. Create a dance/rhythm sequence consisting of at least 4 various movement phases.</p> | <p>Exhibit command of rhythm and timing by creating a movement sequence to music as a group.</p> |
| Invasion Games: Throwing | <p>Throw with a mature pattern for distance or power appropriate to the practice task.</p> | <p>Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment.</p> | <p>Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including world/cultural games.</p> |
| Invasion Games: Catching | <p>Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</p> | <p>Catch with a mature pattern from a variety of trajectories using different objects in dynamic environments or modified game play.</p> | <p>Catch using an implement in a small-sided game play.</p> |
| Invasion Games: Passing and receiving | <p>Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion game practice tasks, including world/cultural games.</p> | <p>Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion games, including world/cultural games.</p> | <p>Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed and level with competency within small-sided invasion games, including world/cultural games.</p> |

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| Invasion Games: Passing and receiving | Throw, while stationary, a leading pass to a moving receiver. | Throw, while moving, a leading pass to a moving receiver. | Throw a lead pass to a moving partner off a dribble or pass. |
| Invasion Games: Offensive skills | Perform pivot, fake, screen, give and go, and jab steps designed to create open space without defensive pressure during practice tasks. | Execute at least one of the following designed to create open space with defensive pressure in a dynamic environment: pivots, fakes, jab steps, screens, give and go. | Execute at least two of the following to create open space during small-sided game play: pivots, fakes, jab steps, screens, give and go. |
| Invasion Games: Dribbling/object control | Dribble with dominant hand using a change of speed and direction in a variety of practice tasks. | Dribble with dominant and non-dominant hands using a change of speed and direction in a dynamic environment. | Dribble with dominant and non-dominant hands using a change of speed and direction in small-sided game play. |
| Invasion Games: Dribbling/object control | Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. | Foot-dribbles or dribbles with an implement combined with passing in a dynamic environment. | Foot-dribbles or dribbles with an implement with control, changing speed and direction and during small-sided game play. |
| Invasion Games: Shooting on goal | Shoot on goal with power during practice tasks. | Shoot on goal with power and accuracy in a dynamic environment. | Shoot on goal for power and accuracy in small-sided invasion games. |
| Invasion Games: Defensive skills | Maintain defensive-ready position with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player. | Slide in all directions while on defense without crossing feet. | Drop-step in the direction of the pass during player-to-player defense. |

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| Net/Wall Games: Serving | Performs an underhand serve with control for net and wall games. | Execute an underhand serve to a predetermined target for net and wall games. | Execute an underhand serve for distance and accuracy for net and wall games. |
| Net/Wall Games: Striking | Strike with a mature overhand pattern in a non-dynamic environment for net/wall games. | Strike with a mature overhand pattern in a dynamic environment for net/wall games. | Strike with a mature overhand pattern in modified net/wall games. |
| Net/Wall Games: Forehand and backhand | Demonstrate the mature form of the forehand and backhand strokes with a short-handled implement in net games. | Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games. | Demonstrate the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games. |
| Net/Wall Games: Weight transfer | Transfer weight with correct timing for the striking pattern. | Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. | Transfer weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides. |
| Net/Wall Games: Volley | Forehand volley with a mature form and control using a short-handled implement. | Forehand and backhand volley with a mature form and control using a short-handled implement. | Forehand and backhand volley with a mature form and control using a short-handled implement during modified game play. |
| Net/Wall Games: Two-hand volley | Two-hand volley with control in a variety of practice tasks. | Two-hand volley with control in a dynamic environment. | Two-hand volley with control in a small-sided game. |

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| Target Games: Throwing | Demonstrate a mature throwing pattern for a modified target activity during a practice task. | Execute consistently a mature throwing pattern for target activity in a dynamic environment. | Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game. |
| Target Games: Striking | Strike, with an implement, a stationary object for accuracy and distance in a practice task. | Strike, with an implement, a stationary object for accuracy in a dynamic environment. | Strike with an implement a stationary object for accuracy and power in a small-sided game. |
| Fielding and Striking Games: Striking | Strike an object with an implement with force in a variety of practice tasks. | Strike an object with an implement to open space in a variety of practice tasks in a dynamic environment. | Strike an object with an implement for power to open space in a variety of small-sided game play. |
| Fielding and Striking Games: Catching | Catch, with a mature pattern, from different trajectories using a variety of objects in a variety of practice tasks. | Catch, with mature pattern, from different trajectories using a variety of objects in a dynamic environment. | Catch, using an implement, from different trajectories and speeds in small-sided game play. |
| Outdoor Pursuits/Adventure Activities | Demonstrate correct technique for basic skills in one selected individual performance or outdoor activity. | Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity. | Demonstrate correct technique for basic skills in at least two selected individual performance or outdoor activities. |
| Aquatics | Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum. | | |

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| Aquatics: Safety Skills | Demonstrate selected critical elements of safe water entry and exit with flotation and instructor support in isolated settings (shallow water). | A. Demonstrate change from vertical to horizontal position on front in deep water with floatation. B. Demonstrate change from vertical to horizontal position on back in deep water with floatation. | Tread water for two minutes using two different kicks (e.g., modified scissors, modified breaststroke, or rotary). |
| Aquatics: Safety Skills | Recognize when there is an aquatic emergency and the steps needed to act including calling for help and making an attempt to "assist" without putting yourself at risk. | Demonstrate an out of water assist reaching assistance (e.g., fishing pole, canoe paddle, boat oar, pool noodle). | Demonstrate an out of water assist by throwing a safety device (e.g., life jacket, ball, inner tube). |
| Aquatics: Strokes link for Learn to swim | Demonstrate locomotion in a supine position, with face in the water, in combination with body roll, arm recovery above water, and arms entering water at or above shoulder level with a continuous kick. | Identify the five areas of a stroke: entry, catch (press), pull, and push (finish), and recovery. | Demonstrate critical elements of the front crawl, backstroke, and breaststroke. |

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.

Performance Indicators (by Grade)

| Learning Priority | 6 th Grade | 7 th Grade | 8 th Grade |
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| Invasion Games: Creating space with movement | Create open space by using locomotor patterns using width and length of the playing area (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways, change of speed, direction, or pace). | Reduce open space by using locomotor patterns (e.g., walking, running, jumping, and landing, changing the size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, and reducing the distance between player and goal). | Open and close space during small-sided game play by combining locomotor patterns with movement concepts. |
| Invasion Games: Creating space with offensive tactics | Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go. | Execute in a practice task at least one of the following offensive tactics to create open space: stay spread on offense; use a variety of passes, pivots, and fakes; give and go. | Execute during at least one small-sided game the following offensive tactics to create open space: moves to create open space on and off the ball; stay spread on offense; use a variety of passes, fakes, and pathways; give and go. |
| Invasion Games: Reducing space by changing the size and shape | Reduce open space on defense by making the body larger and reducing passing angles. | Reduce open space on defense by staying close to the opponent as he/she nears the goal. | Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). |
| Invasion Games: Reducing space using denial | Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass. | Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. | Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. |

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| Invasion Games: Transition | Transition from offense to defense or defense to offense by recovering quickly. | Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates. | Transition from offense to defense or defense to offense by recovering quickly, communicating with team-mates, and capitalizing on an advantage. |
| Net/Wall Games: Creating space through variation | Create open space in net/wall games with either a long- or short-handed implement by varying force and direction. | Create open space in net/wall games with either a long- or short-handed implement by varying force and direction and by moving opponent from side to side. | Create open space in net/wall games with either a long- or short-handed implement by varying force or direction and by moving opponent from side to side and forward and back. |
| Net/Wall Games: Using tactics and shots | Reduce offensive options for opponents by returning to home position while maintaining proper court positioning by limiting opponent's offensive opportunities in varying practice tasks. | Select offensive shot based on opponent's court or field position (i.e., hit where opponent is not). | Vary placement, force, and timing of return to prevent anticipation by opponent. |
| Target Games: Shot selection | Select appropriate shot and club based on location of the object in relation to the target (e.g., appropriate disc or throw in disc golf, appropriate club in golf). | Vary the speed and trajectory of the shot based on the location of the object in relation to the target. | Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target. |
| Fielding and Striking Games: Offensive strategies | Identify open spaces and attempt to use a variety of shots to strike the object into that space. | Use a variety of shots (e.g., line drive high arc) to hit the object into open space. | Use sacrifice situations and attempt to advance a teammate. |
| Fielding and Striking Games: Reducing space | Identify and perform a defensive play based on the situation (e.g., number of outs). | Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs). | Analyze and apply defensive strategy by collaborating with teammates to maximize coverage. |

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| Movement Concepts, Principles, and Knowledge | Identify Newton's Three Laws of Motion and how they impact movement in physical activity. | Explain Newton's Three Laws of Motion Laws to various physical activities. | Apply Newton's Three Laws of Motion Laws to various physical activities. |
| Aquatics | Students for grades 6-12, will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross. | | |

Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Performance Indicators (by Grade)

| Learning Priority | 6 th Grade | 7 th Grade | 8 th Grade |
|--|---|---|--|
| Physical Activity Knowledge: Barriers | Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers. | Evaluate personal barriers for maintaining a physically active lifestyle and create and implement a plan to eliminate those barriers. | Evaluate personal barriers' long-term impacts on life and refine personal plans to eliminate barriers. |
| Fitness Knowledge: Components | Provide examples of health-related and skill-related fitness physical activities. | Differentiate between health-related and skill-related fitness. | Compare and contrast health-related fitness and skill-related fitness components. |
| Fitness Knowledge | Set and monitor a self-selected physical activity S.M.A.R.T. goal for aerobic and muscle- and bone-strengthening activity based on current fitness level. | Adjust physical activity based on quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level. | Utilize available technology to self-monitor quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level. |
| Fitness Knowledge: Flexibility | Describe and demonstrate a variety of appropriate static stretching techniques for all major muscle groups. | Describe and demonstrate the difference between dynamic and static stretches. | Describe the role of flexibility in injury prevention. |

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| Fitness Knowledge: Health-Related Fitness Components | Define aerobic and anaerobic capacity and muscular strength and endurance. | Identify exercises that are aerobic, anaerobic, muscular strength, and muscular endurance. | Describe how to improve aerobic capacity, anaerobic capacity, muscular strength, and muscular endurance. |
| Fitness Knowledge: FITT principle (frequency, intensity, time, type) | Identify each of the components of the overload principle (FITT formula: frequency, intensity, time and type) for different types of physical activity (aerobic, muscular fitness and flexibility). | Describe 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. | Apply the overload principle (FITT formula) in preparing a personal workout. |
| Fitness Knowledge Warm Up and Cool Down | Describe the role of warm-ups and cool-downs before and after physical activity. | Design a warm-up and cool-down regimen for a self-selected physical activity. | Design and implement a warm-up and cool-down regimen for a self-selected physical activity. |
| Fitness Knowledge Cardio-respiratory | Determine the correlation between target heart rate zones to the Borg Scale rate of perceived exertion (RPE) to create and implement a basic plan for improvement. | A. Demonstrate how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. B. Apply rates of perceived exertion to pacing. | A. Demonstrate how the RPE Scale can be used to adjust workout intensity during physical activity. B. Adjusts pacing to keep heart rate in the target zone, using technology if available (e.g., heart rate monitor), to self-monitor aerobic intensity. |
| Fitness Knowledge Body Systems | Identify major muscles used in selected physical activities. | Describe how muscles pull on bones to create movement in pairs by relaxing and contracting. | Explain how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. |

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| Assessment and Program Planning | Design and implement a program of remediation for an area of improvement based on the results of health-related fitness assessment. | Design and implement a program of remediation for two areas of improvement based on the results of health-related fitness assessment. | Design and implement a program of remediation for three areas of improvement based on the results of health-related fitness assessment. |
| Assessment and Program Planning | Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log. | Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log. | Design and implement a program to improve levels of health-related fitness and nutrition. |
| Nutrition: Healthy Nutritional Choices | Describe the relationship between poor nutrition and health risk factors. | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. | Develop strategies for balancing healthy food, snacks, and water intake along with daily physical activity. |
| Mindfulness Stress Management | A. Identify positive and negative results of stress and appropriate ways of dealing with each. B. Explain the connections between fitness and overall physical and mental health. | Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. | Demonstrate basic movements used in other stress-reducing activities such as yoga and tai chi. |
| Knowledge Application | A. Engage in a variety of aerobic fitness activities using technology to monitor progress. B. Develop an inventory of physical fitness activities for each of the components of fitness. | A. Engage in a variety of strength and endurance fitness activities. B. Reflect on inventory of physical fitness activities for each of the components of fitness (e.g., verbally, written, etc.). | Plan and implement a fitness program to include aerobic, strength, endurance, and flexibility training. |

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| Knowledge Application | Identify and list various types of lifetime physical activity opportunities (e.g., recreational team or dual sports, outdoor pursuits, martial arts, dance/rhythms, aquatic activities, etc.). | Reflect on personal participation in a variety of lifetime activities. | Log and analyze participation in a self-selected lifetime activity outside of the school day. |
| Knowledge Application | Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes a day. | Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. | Participate in moderate to vigorous aerobic and muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week. |

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Performance Indicators (by Grade)

| Learning Priority | 6 th Grade | 7 th Grade | 8 th Grade |
|---|--|--|---|
| Safety | Identify safety concerns and protocols associated with the physical activity, exercise, dance, and outdoor environments. | Implement safety protocols associated with physical activity, exercise, dance and outdoor environments with the teacher's guidance. | Independently implement safety protocols associated with physical activity, exercise, dance, and outdoor environments with the teacher's guidance. |
| Rules and Etiquette | Identify the rules and etiquette in a variety of physical activity environments. | Demonstrate knowledge of rules and etiquette by self-officiating or following parameters within physical activities (e.g., small-sided games, individual performance). | Apply rules and etiquette by acting as an official for modified physical activities, and games and creating dance/rhythm routines within a given set of parameters. |
| Accepting and Providing Feedback | Provide corrective feedback using clear communication skills and teacher-generated criteria to a peer to improve performance. | Provide corrective feedback to a peer to improve performance using clear communication skills. | Reflect on personal performance and identify corrective feedback using teacher-generated criteria. |
| Self-Awareness and Relationship Skills | Exhibit personal responsibility by using appropriate etiquette and demonstrating respect for facilities and exhibiting safe behaviors. | Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. | Accept responsibility for contributing to and enhancing the physical activity environment. |
| Social Awareness and Relationship Skills | Identify and explain the differences among classmates' levels of physical development, maturation, and skill levels. | Identify ways to support and encourage success among classmates with varying levels of physical development, maturation, and skill levels. | Demonstrate respect for differences in physical development, maturation, and varying skill levels. |

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| Self-Management | Set attainable and realistic short term goals (S.M.A.R.T. goals) short term goals. | Reflect on the progress being made toward the short term (S.M.A.R.T.) goals to adjust to the goal if needed. | Assess and analyze the progress toward S.M.A.R.T. goals to determine next steps required to continue progressing. |
| Social Awareness and Relationship Skills | Identify and discuss ethical and unethical behaviors that occur in a physical activity setting. | Demonstrate conflict resolution skills for resolving differences in a physical activity setting. | Respond appropriately to participants' ethical and unethical behavior during physical activity by using conflict resolution skills. |
| Social Competence Relationship Skills | Work cooperatively and productively with a small group of classmates. | Problem-solve with a small group of classmates. | Seek input from multiple classmates on problem-solving initiatives. |

Content Area: Physical Education (PE)

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Performance Indicators (by Grade)

| Learning Priority | 6 th Grade | 7 th Grade | 8 th Grade |
|--------------------------------------|---|--|--|
| Health and Well-being | Describe how being physically active leads to increased health and well-being. | Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being. | Explain the connections between physical activity, skill development and fitness to overall health and well-being. |
| Challenge and Growth Mindset | Identify strengths in self to explain individual successes in overcoming challenges in a variety of physical activity settings. | Respond in an optimistic way to individual challenges (e.g., extending effort, asking for help or feedback, and modifying the tasks) in a physical activity setting. | Describe and prioritize physical activity skills and interests for further development and experience success. |
| Self-expression and Enjoyment | Identify why self-selected physical activities create enjoyment. | Explain how moving competently in a physical activity setting creates enjoyment. | Discuss how enjoyment could be increased in self-selected physical activities. |
| Self-expression and enjoyment | Identify how self-expression and physical activity are related. | Explain the relationship between self-expression and lifelong enjoyment through physical activity. | Identify and participate in an enjoyable activity that prompts individual self-expression. |

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| Social Interaction | Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game. | Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates. | Identify expressions of empathy for others in various physical activities. |
| Social Interaction | Identify and explain how physical activity provides opportunities for increasing social interaction. | Explain how physical activity provides opportunities for increasing social interaction. | Identify opportunities for social support in a self-selected physical activity or dance. |

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Performance Indicators (by Level)

| Learning Priority | HS Level 1 | HS Level 2 | HS Level 3 |
|--|--|--|--|
| Dance and Rhythms | Compare and contrast different forms of dance/rhythms and how they relate to maintaining a health-enhancing level of fitness. | Demonstrate competency in dance forms used in cultural and social occasions or demonstrate competency in one form of dance/rhythm. | Choose one dance/rhythm form (e.g., folk, cultural, social, creative, line or world dance) or a rhythmic-based fitness activity and choreograph or present a routine. |
| Invasion Games: Throwing | Demonstrate proficiency in activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including world/cultural games. | Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including world/cultural games. | Apply activity-specific throwing skills in two or more small-sided invasion and fielding games, including world/cultural games. |
| Invasion Games: Catching | Demonstrate proficiency in activity-specific catching skills in two or more small-sided invasion games, including world/cultural games. | Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding games, including world/cultural games. | Apply activity-specific catching skills in two or more small-sided invasion and fielding games, including world/cultural games. |
| Invasion Games: Passing and receiving | Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including world/cultural games. | Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including world/cultural games. | Create and implement a practice plan designed to develop and refine competency in passing and receiving skills, creating and reducing space, and defensive and offensive skills in two or more small-sided invasion games. |
| Net/Wall games | Demonstrate proficiency in activity-specific movement skills in two or more net/wall games. | Refine and apply self-identified activity-specific movement skills in one or more net/wall games. | Create and implement a practice plan designed to develop and refine competency in serving, stroke technique, volleying, and striking in two or more net/wall games. |

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| Target Games: Throwing | Demonstrate a mature throwing pattern in two or more target games. | Apply a mature throwing pattern in a self-identified activity-specific in one or more target games. | Create and implement a practice plan designed to develop or refine mature throwing pattern in two or more target games. |
| Target Games: Striking | Use long- or short-handed implement with mature form to strike object in one or more target games. | Demonstrate competency in striking objects using long handed implement to strike object in two or more target games. | Create and implement a practice plan designed to develop or refine mature striking pattern in two or more target games. |
| Fielding and Striking Games | Demonstrate competency in movement patterns to connect with the object. | Identify how to self-correct and reflect on movement in relation to the object. | Make contact and connect with object to create a play. |
| Outdoor Pursuits/Adventure Activities | Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities. | Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor activities. | Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. |
| Aquatics | Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum. | | |
| Aquatics: Safety skills | Demonstrate and explain basic water rescue with and without equipment under instructor supervision. | Identify and list procedures for warm-water rescue and for cold-water rescue under instructor supervision. | Perform two-person removal from water with a backboard, considering potential spinal injuries and in-line stabilization under instructor supervision. |

**Aquatics:
Strokes
link for Learn to
swim**

A. Perform a feet-first entry into deep water, swim front-crawl for 25 yards, change direction and position as necessary, and swim elementary backstroke 25 yards.

B. Swim breaststroke for 15 yards, change direction and position as necessary, and swim back.

A. Perform a shallow-angle entry into deep water at least 9 feet, swim front crawl for 25 yards, change direction and position as necessary and swim elementary backstroke 25 yards.

B. Swim breaststroke for 15 yards, change direction and position as necessary and swim back.

Create swim workout combining cardiovascular conditioning with stroke technique to increase endurance.

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.

Performance Indicators (by Grade)

| Learning Priority | HS Level 1 | HS Level 2 | HS Level 3 |
|---|---|--|---|
| Movement Concepts, Principles, and Knowledge | Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill. | Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills. | Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill. |
| Movement Concepts, Principles, and Knowledge | Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. | Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. | Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. |
| Movement Concepts, Principles, and Knowledge | Identify examples of historical and cultural roles within physical activity and dance forms. | Compare similarities and differences of historical and cultural roles within physical activity and dance forms. | Analyze historical and cultural roles within physical activity and dance forms. |
| Movement Concepts, Principles, and Knowledge | Use defensive and offensive strategies and tactics effectively in various activities. | Analyze defensive and offensive strategies and tactics in various activities. | Modify defensive and offensive strategies and tactics in various activities based on analysis of the game. |

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| Movement Concepts, Principles, and Knowledge | Identify the stages of learning motor skills for a variety of skills in a variety of different activities. | Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill refinement. | Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill. |
| Movement Concepts, Principles, and Knowledge Aquatics | Identify the stages of learning for one or more swim strokes using BLABT (Body position first, then Legs, then Arms, then Breathing, last Timing). | Analyze the stages of learning for two or more strokes using BLABT. | Use BLABT to analyze and improve the performance of self and others in one or more specialized strokes. |
| Net/Wall Games: Creating space through variation | Use strategies and tactics (e.g., spacing and positioning) during game play in net/wall and target games with long- or short-handled Implement. | Apply strategies and tactics when analyzing errors in game play in net/wall and target games. | Implement strategies and tactics when analyzing errors in game play in net/wall and /or target games. |
| Net/Wall Games: Using tactics & shots | Use strategies and tactics to select appropriate offensive shots during net and wall games. | Analyze shot selection based on opponents positioning in net and wall games. | Examine the effectiveness of various shots based on positioning, timing and force in net and wall games. |
| Target Games: Shot selection | Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities. | Assess implementation of strategies and tactics in a variety of target activities using speed, force, and trajectory. | Assess effectiveness and modify strategy and tactics of shot placement in various target activities. |
| Fielding and Striking Games: Offensive strategies | Use offensive strategies in various situations in fielding and striking games. | Apply offensive strategies when selecting appropriate shots in fielding and striking games. | Reflect, analyze, and apply offensive strategies in a variety of fielding and striking games. |

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| Fielding and Striking Games: Reducing space | Discuss with classmates on how to find open spaces to maximize coverage on defense. | Review, discuss, and communicate strategies and tactics with classmates to find open spaces to maximize coverage on defense. | Model strategies on how to maximize coverage on defense. |
| Aquatics | Students for grades 6-12, will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross. | | |

Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Performance Indicators (by Level)

| Learning Priority | HS Level 1 | HS Level 2 | HS Level 3 |
|------------------------------------|---|---|--|
| Physical Activity Knowledge | Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity. | Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity. | Develop a plan for physical activity beyond high school that relates to lifetime well-being. |
| Physical Activity Knowledge | Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. | Analyze and apply technology and social media as tools for supporting a healthy, active lifestyle. | Design a strategy using technology or social media to assist others in supporting a healthy, active lifestyle. |
| Physical Activity Knowledge | Identify issues associated with exercising in heat, humidity, and cold. | Apply prevention tactics to avoid issues with heat- and cold- related illness as they relate to exercise. | Explain treatment of heat- and cold-related illnesses as they relate to physical activity. |
| Physical Activity Knowledge | Identify risks and safety factors that might affect physical activity preferences throughout the life cycle. | Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity beyond high school (in college or career settings). | Create a plan for physical activity participation based on personal life choices, economics, motivation, and accessibility in a college or career setting. |

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| Physical Activity Planning | Explore local community for physical activity opportunities. | Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements. | Create a plan for activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements. |
| Fitness Knowledge | Demonstrate appropriate technique on resistance-training machines and with free weights. | Compare and contrast advantages and disadvantages of resistance-training machines and free weights. | Design and implement a strength and conditioning program that develops balance between opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. |
| Fitness Knowledge | Relate physiological responses to individual levels of fitness and nutritional balance. | Identify the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). | Analyze the impact of the principle of adaptation and its relation to exercise. |
| Fitness Knowledge | Identify the structure of skeletal muscles and fiber types as they relate to muscle development. | Analyze 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). | Design a fitness workout focusing on strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for a specific area of personal fitness development (e.g., strength, endurance, range of motion). |
| Fitness Knowledge: Cardio-respiratory | Analyze various physical activities to determine impact on meeting target heart rate during activity. | Create and implement a plan to meet target heart rate goals in the plan using various physical activities. | Adjust implementation of fitness plan to ensure target heart rate goal in physical activity plan is met. |

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| Assessment and Program Planning | Analyze current personal and social well-being to create a plan to enhance or maintain at least two health-enhancing concepts. | Refine and apply a personal and social well-being plan to enhance or maintain at least three health-enhancing concepts. | Develop and maintain a comprehensive wellness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement, journaling). |
| Assessment and Program Planning | Identify the components of skill-related fitness and health-related fitness in relation to life and career goals. | Analyze the components of skill-related fitness and health-related fitness in relation to life and career goals and design an appropriate fitness program for those goals. | Design a fitness program, including all components of skill-related fitness and health-related fitness, for a college student or an employee in the learner's chosen field of work. |
| Nutrition | Explore nutritional program options available to consumers and compare and contrast the impact the choice may have on oneself. | Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. | Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. |
| Stress Management | Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. | Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. | Lead a small group through a stress-management activity (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. |
| Knowledge Application | Log weekly participation in a self-selected lifetime activity, dance or fitness activity outside of the school day. | Create a plan for, train for, and participate in a community/school event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). | Assist in the planning or implementation of a school or class event with a focus on physical activity. |

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Performance Indicators (by Level)

| Learning Priority | HS Level 1 | HS Level 2 | HS Level 3 |
|---|---|--|---|
| Safety | Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities. | Analyze a situation and adjust participation based on best practices to ensure the safety of self and others. | <p>A. Create a plan for safely participating in a self-selected physical activity, exercise, dance, and outdoor activity and identify the impact on personal and group safety.</p> <p>B. Make appropriate decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability) to ensure the safety of self and others.</p> |
| Rules and Etiquette | Exhibit rules, etiquette, respect for others, and teamwork while engaging in physical activity. | Reflect on the use of rules, etiquette, and respect, and the impact on self, peers and physical activity engagement. | Examine moral and ethical conduct as it relates to physical activity engagement and its impact on self, others and community. |
| Accepting and Providing Feedback | Reflect on personal performance and identify and implement corrective feedback using teacher-generated criteria. | Reflect on personal performance and identify, and implement corrective feedback. | Implement an evaluation cycle. Then perform, reflect, implement correct feedback, and perform again. |
| Self-Awareness and Relationship Skills | Identify and explain the impact of decisions behaviors on the physical and emotional safety of the physical activity environment. | Create and implement strategies to enhance the emotional and physical safety of the physical activity environment. | Advocate for decisions and behaviors that enhance the physical activity environment for self and others. |

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| Social Awareness and Relationship Skills | Identify when others are being identified and discriminated against based on perceived differences in physical development, maturation, and varying skill levels. | Create and implement strategies to oppose perceived differences in physical development, maturation, and varying skill levels. | Implement strategies to support, encourage, and advocate for classmates perceived with differences in physical development, maturation, and varying skill levels. |
| Self-Management | Create short and long-term health enhancing S.M.A.R.T. goals and create a plan to reach those goals. | Reflect on the progress being made toward S.M.A.R.T. goals in order to adjust the steps and time frame to reach to those goals. | Assess and analyze the progress toward S.M.A.R.T. goals and adjust the plan or create new S.M.A.R.T. goals. |
| Social Awareness and Relationship Skills | Use communication skills and strategies that promote team or group dynamics. | Use communication and conflict resolution skills to resolve differences and that promote team or group dynamics. | Assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting to enhance team or group dynamics and resolve conflicts. |
| Social Competence Relationship Skills | Accept others' ideas and differences and recognize that each group member's skills contribute toward a solution or goal. | Generate solutions and possible outcomes that consider the well-being of individuals as well as the entire group. | Reflect on the impact of decisions on the well-being of individuals and group members. |

Content Area: Physical Education (PE)

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Performance Indicators (by Grade)

| Learning Priority | HS Level 1 | HS Level 2 | HS Level 3 |
|--------------------------------------|---|--|--|
| Health and Well-being | Identify positive mental, social, and emotional aspects of participating in a variety of physical activities. | Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. | Create and implement a plan or use self-selected activities from a dossier based on overall health and well-being. |
| Challenge and Growth Mindset | Develop strategies to minimize or eliminate barriers to enhancing physical activity skills and interests. | Choose an appropriate level of challenge to build personal strengths that extend learning and allow for success. | Maintain a growth mindset and utilize strategies to continue developing physical activity skills and interests when challenged. |
| Self-expression and enjoyment | Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment. | Select and participate in physical activities and dance according to the current needs of the individual (e.g. energizing, relaxing, calming, individual, and group). | Create and participate in and modifies physical activities or dance to meet the need for self-expression and enjoyment. |
| Self-expression and enjoyment | Explore and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (i.e., indoor/outdoor/water/snow/ice). | Select and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (i.e., indoor/outdoor/water/snow/ice). | Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (i.e., indoor/outdoor/water/snow/ice). |

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| Social Interaction | Identify verbal, physical, and environmental cues to help and encourage others in various physical activities. | Apply verbal, physical, and environmental cues to express emotions in a positive manner during various physical activities. | Model verbal, physical, and environmental cues to express emotions and help others in a positive manner during various physical activities. |
| Social Interaction | Identify community opportunities for social interaction and support in a variety of self-selected physical activities or dance. | Compare and contrast opportunities for social interaction and social support in a variety of self-selected physical activities or dance. | Evaluate community opportunities for social interaction and support in a variety of self-selected physical activities or dance. |