WISCONSIN STANDARDS FOR

Physical Education

Wisconsin Department of Public Instruction

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Wisconsin Department of Public Instruction
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Madison, Wisconsin

This publication is available from:

Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
(608) 266-8960
https://dpi.wi.gov/sspw/physical-education

May 2020 Wisconsin Department of Public Instruction

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Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state's academic standards for Physical Education. Thank you to the State Superintendent's Standards Review Council for their work and guidance through the standards process. A special thanks to the Physical Education Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

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Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this guide is to improve Physical Education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows *The Guiding Principles for Teaching and Learning (2011)*. In brief, the principles are:

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives instruction and affects learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district and community

What Are the Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the Wisconsin Standards for Physical Education provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. Academic standards work together with other critical principles and efforts to educate every child to graduate college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

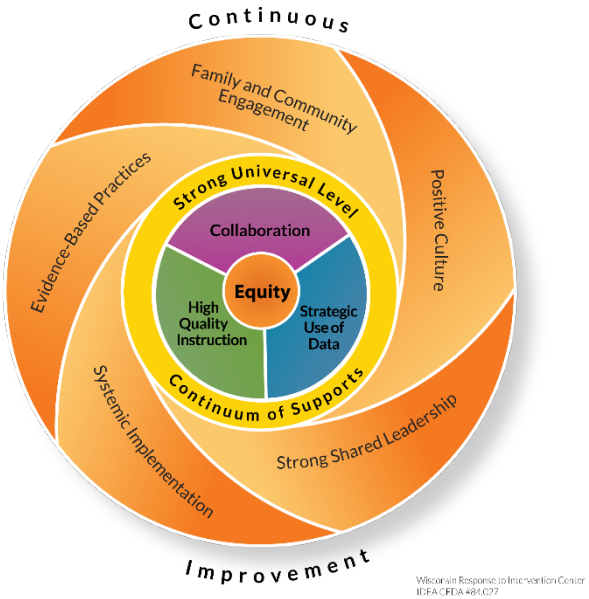
Our Vision: Every Child a Graduate, College and Career Ready

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. *The Guiding Principles for Teaching and Learning (2011)* emerge from research and provide the touchstone for practices that truly affect the vision of Every Child a Graduate Prepared for College and Career. When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Ensuring a Process for Student Success



For Wisconsin schools and districts, implementing the *Framework for Equitable Multi-Level Systems of Supports (2017)* means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.

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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[7]. 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[10 & 4]. 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. 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 standards-based content for all students, including those with varying abilities. "This is in contrast to the notion that physical education is recreation," sports, or physical activity, which do not align with public educational goals[2]. 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. § 121.02 and Wis. Admin. Code. Sec. PI 8:

Standard J

- Comprehensive curriculum and program of instruction for all pupils
- K-6: three times a 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, and 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 part (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 grade level 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 provides avenues for performance-based assessment and program evaluation. These standards are relevant for all students, including those who receive specially designed or adapted physical education through an Individualized Education Program (IEP) or who receive reasonable accommodations through a 504 plan. For more information about adapted physical education, please refer to SHAPE APE FAQ (2016) or the DPI Physical Education Webpage. In Wisconsin, physical education programming is accessible to every student by implementing the principles of Universal Design for Learning and provides the necessary resources students need regardless of their ability, gender, race, ethnicity, sexual orientation, language, and socioeconomic 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[6]. 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, health-related fitness, well-being, 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[2]. For additional information related to best practices in physical education and APE, please refer to the appendices.

As of 2018, findings indicate Wisconsin students are reporting a greater frequency of screen time use, less sleep, and increased health (mental, emotional, and physical) issues[5]. Recognizing the correlation between health and academic success, frequent, quality physical education is critical to reducing or closing opportunity gaps in schools[3]. 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 in 2014 by the Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum Development (ASCD), 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.

Due to the negative consequences of physical inactivity, such as chronic disease, early mortality, health care costs, and quality of life, there is a critical need for standards-based physical education as all students should possess the physical, cognitive, and social and emotional skills to be productive members of society[7]. 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 K-12 educators, school administrators, and higher education faculty 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 (2019),
- The American National Red Cross (2017),
- Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017),
- Wisconsin Social and Emotional Learning Competencies (WSELC, 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 supporting the SHAPE America Standards and Grade-Level Outcomes (2014) as a model for the Wisconsin physical education standards. The writing committee unanimously recommended to the state superintendent to use the SHAPE America Standards and Grade-Level Outcomes and organizational format as a foundational guide for developing 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:

7. demonstrate competency in a variety of motor skills and movement patterns,
8. apply knowledge of concepts, principles, strategies, and tactics related to movement and performance,
9. demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness,
10. exhibit responsible personal and social behavior that respects self and others, and
11. 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 taught, 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[7]. These 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.).

- Creation of 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, abilities, unique needs, and the number of days per week instruction is offered.
- Implement Universal Design for Learning and other evidence-based practices for students with varying abilities.
- 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-8; HS Level 1, 2, 3 = Grade-level Performance Indicator

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.

Learning Priority	6th Grade	7th Grade	8th Grade
PE.S5.M1 Health and Well-being	PE.S5.M1.6 Describe how being physically active leads to increased health and well-being.	PE.S5.M1.7 Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being.	PE.S5.M1.8 Explain the connections between physical activity, skill development and fitness to overall health and well-being.

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 HS 1, 2, 3 (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.

Endnotes

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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	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PE.S1.E1 **Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip**	PE.S1.E1.K Perform locomotor skills (e.g., hop, gallop, run, slide, skip) while maintaining balance.	PE.S1.E1.1 Hop, gallop, jog, and slide using a mature pattern.	PE.S1.E1.2 A. Skip using a mature pattern. B. Run with a mature pattern.	PE.S1.E1.3 Leap using a mature pattern.	PE.S1.E1.4 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.E1.5 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 including those from other cultures.
PE.S1.E2 **Locomotor: Jumping and Landing (horizontal and vertical planes)**	PE.S1.E2.K Perform jumping and landing actions with balance.	PE.S1.E2.1 Demonstrate two of the five critical elements in both jumping for distance and for height using two-foot takeoffs and landings.	PE.S1.E2.2 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.E2.3 Jump and land in the horizontal and vertical planes using a mature pattern.	PE.S1.E2.4 Demonstrate spring and step take-offs and landings specific to gymnastics.	PE.S1.E2.5 Combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, small-sided practice tasks, and games including those from other cultures.

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E3 **Locomotor: Dance/ Rhythmic Activities**	PE.S1.E3.K Perform locomotor skills in response to teacher-led creative dance.	PE.S1.E3.1 Combine locomotor and non-locomotor skills in a teacher-designed dance.	PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms.	PE.S1.E3.3 Perform teacher-selected and developmentally appropriate dance steps/rhythm and movement patterns.	PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance.	PE.S1.E3.5 Combine locomotor skills in cultural as well as creative dances/rhythm (self and group) with correct rhythm and pattern.
PE.S1.E4 **Locomotor: Combinations**				PE.S1.E4.3 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.	PE.S1.E4.4 Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- or student-designed small-sided practice tasks.	PE.S1.E4.5 Combine traveling with manipulative skills of dribbling, throwing, catching and striking without hesitation in teacher- or student-designed small-sided games including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E5 **Non-locomotor (stability): Weight Transfer and Rolling Actions**	PE.S1.E5.K Roll sideways in a narrow body shape.	PE.S1.E5.1 Roll with either a narrow or curled body shape.	PE.S1.E5.2 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.	PE.S1.E5.3 Transfer weight from feet to different body parts or bases of support for balance and rolling.	PE.S1.E5.4 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.	PE.S1.E5.5 Combine rolling, traveling, and weight transfer as part of a gymnastics sequence.
PE.S1.E6 **Non-locomotor (stability): Balance**	PE.S1.E6.K A. Maintain momentary stillness on different bases of support. B. Form wide, narrow, curled, and twisted body shapes.	PE.S1.E6.1 Maintain stillness on different bases of support with different body shapes.	PE.S1.E6.2 A. Balance on different bases of support, combining levels and shapes. B. Balance in an inverted position with stillness and supportive base.	PE.S1.E6.3 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts.	PE.S1.E6.4 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).	PE.S1.E6.5 Combine balance and transfers weight in a gymnastics sequence or dance with a partner.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E7 Non-locomotor (stability): Curling and Stretching; Twisting and Bending	PE.S1.E7.K Contrast the actions of curling and stretching.	PE.S1.E7.1 Demonstrate twisting, curling, bending, and stretching actions.	PE.S1.E7.2 Differentiate among twisting, curling, bending, and stretching actions.	PE.S1.E7.3 Move into and out of gymnastics balances with curling, twisting, and stretching actions.	PE.S1.E7.4 Move into and out of balances on an apparatus with curling, twisting, and stretching actions.	PE.S1.E7.5 Perform curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks, and game environments including those from other cultures.
PE.S1.E8 Non-locomotor (stability): Combinations			PE.S1.E8.2 Combine balances and transfers into a three-part sequence (e.g., dance sequence or gymnastics sequence).	PE.S1.E8.3 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance.	PE.S1.E8.4 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a partner.	PE.S1.E8.5 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a group.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E9 **Non-locomotor (stability): Balance and Weight Transfer**				PE.S1.E9.3 Combine balance and weight transfers with movement concepts to create and perform a dance.	PE.S1.E9.4 Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or an apparatus.	PE.S1.E9.5 Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or an apparatus.
PE.S1.E10 **Manipulative: Underhand Throw; Underhand Roll**	PE.S1.E10.K Roll or throw underhand with opposite foot forward.	PE.S1.E10.1 Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E10.2 Roll or throw underhand using all five critical elements of a mature pattern.	PE.S1.E10.3 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy.	PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.	PE.S1.E10.5 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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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E11 **Manipulative: Overhand Throw; Backhand Throw (disc)**			PE.S1.E11.2 A. Throw overhand, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E11.3 A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.	PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non-dynamic environments. B. Throw overhand to a moving partner with reasonable accuracy. C. Combine traveling and throwing overhand in a teacher- or student-designed small-sided practice task environment. D. Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments.	PE.S1.E11.5 A. Throw overhand with accuracy with both partners moving. B. Throw overhand with reasonable accuracy in dynamic small-sided games. C. Combine traveling and throwing overhand for execution to a target during small-sided practice tasks and in game environments including those from other cultures. D. Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E12 **Manipulative: Passing (with hands)**					PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a non-dynamic environment.	PE.S1.E12.5 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small-sided practice games.
PE.S1.E13 **Manipulative: Catching**	PE.S1.E13.K A. Drop an object and catch it before it bounces twice. B. Catch a large object tossed by a skilled thrower.	PE.S1.E13.1 A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements. B. Catch various sizes of objects self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements.	PE.S1.E13.2 Catch a self-tossed or well-thrown large object with hands, not trapping or cradling against the body,	PE.S1.E13.3 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E13.4 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. B. Combine traveling and catching in a teacher- or student-designed small-sided practice task environment.	PE.S1.E13.5 Catch with reasonable accuracy in dynamic, small-sided practice games.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E14 **Manipulative: Dribbling (with hands)**	PE.S1.E14.K Dribble a ball with one hand, attempting the second contact.	PE.S1.E14.1 Dribble in self-space using the preferred hand, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E14.2 A. Dribble continuously in self-space with preferred hand, demonstrating three of the five critical elements of a mature pattern. B. Dribble using the preferred hand while walking in general space.	PE.S1.E14.3 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.	PE.S1.E14.4 A. Dribble in self-space with both the preferred and non-preferred hand using a mature pattern. 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. C. Dribble with hands in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E14.5 Dribble with hands using a mature pattern in a variety of small-sided games.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E15 **Manipulative: Kicking**	PE.S1.E15.K Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.	PE.S1.E15.1 Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E15.2 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E15.3 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. B. Use a continuous running approach to kick a stationary object for accuracy.	PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.	PE.S1.E15.5 Demonstrate mature patterns in kicking and punting in small-sided game environments.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E16 **Manipulative: Dribbling (with feet)**	PE.S1.E16.K Tap an object using the inside of the foot, sending it forward.	PE.S1.E16.1 Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.	PE.S1.E16.2 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E16.3 Dribble an object in general space at slow to moderate jogging speed, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E16.4 A. Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions. B. Dribble an object in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E16.5 Dribble an object using a mature pattern in a variety of small-sided games.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E17 **Manipulative: Passing and Receiving (with feet)**				PE.S1.E17.3 Pass and receive an object with the insides of the feet to and from a stationary partner, "giving" on reception before returning the pass.	PE.S1.E17.4 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.	PE.S1.E17.5 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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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E18 **Manipulative: Volley Underhand**	PE.S1.E18.K Volley a lightweight object (balloon), with an open palm, sending it upward.	PE.S1.E18.1 A. Volley an object upward with consecutive hits. B. Volley an object forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E18.2 Volley an object forward, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E18.3 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.	PE.S1.E18.4 Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern.	PE.S1.E18.5 Volley underhand using a mature pattern during small-sided games.
PE.S1.E19 **Manipulative: Volley Overhead**					PE.S1.E19.4 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.	PE.S1.E19.5 Volley an object using a two-hand pattern, sending it upward to a target during small-sided games.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E20 **Manipulative Striking with Short-handled Implement**	PE.S1.E20.K Strike a lightweight object with a paddle or short-handled racket.	PE.S1.E20.1 Strike an object with a short-handled implement, sending it upward.	PE.S1.E20.2 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.	PE.S1.E20.3 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.	PE.S1.E20.4 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.	PE.S1.E20.5 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 including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E21 **Manipulative Striking with Long-handled Implement**			PE.S1.E21.2 Strike a stationary object, using correct grip, side orientation, and proper body orientation.	PE.S1.E21.3 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.	PE.S1.E21.4 Strike an object with a long-handled implement (e.g., hockey stick, golf club, bat), 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).	PE.S1.E21.5 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.
PE.S1.E22 **Jumping Rope**	PE.S1.E22.K A. Execute a single jump with a self-turned rope. B. Jump a long rope with teacher-assisted turning.	PE.S1.E22.1 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.	PE.S1.E22.2 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.	PE.S1.E22.3 Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.	PE.S1.E22.4 Create and perform a jump rope routine with either a short or long rope.	PE.S1.E22.5 Create and perform a jump rope routine with a partner using either a long or short rope.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E23 Outdoor Pursuits/ Adventure Activities		PE.S1.E23.1 Identify at least two basic skills needed to perform teacher-directed activity.	PE.S1.E23.2 Demonstrate at least two critical skills needed to perform teacher-directed activity.	PE.S1.E23.3 Demonstrate at least three critical skills needed to perform teacher-directed activity.	PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher-directed activity.	PE.S1.E23.5 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. Please reference the American Red Cross "Learn to Swim and Achieve" and the Aquatic Skills and Safety table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).					
PE.S1.E24 Aquatics: Swim Skills	PE.S1.E24.K Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.2 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.3 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.4 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.5 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

Learning Priority	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PE.S2.E1 **Movement Concepts: Space**	PE.S2.E1.K A. Differentiate between movement in personal (self-space) and general space. B. Move in personal space to a rhythm.	PE.S2.E1.1 Move in self-space and general space in response to designated beats or rhythms.	PE.S2.E1.2 Combine locomotor skills in general space to a rhythm.	PE.S2.E1.3 Recognize and create open space in various physical activities.	PE.S2.E1.4 A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). B. Apply the concept of closing spaces in small-sided practice tasks. C. Dribble in general space with changes in direction and speed.	PE.S2.E1.5 Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and small-sided games, including those from other cultures.

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Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

PE.S2.E2 Movement Concepts: Pathways, Shapes, and Levels	PE.S2.E2.K Travel in three different pathways (e.g., straight line, curved line, and zigzag).	PE.S2.E2.1 A. Travel demonstrating low, middle and high levels. B. Travel demonstrating a variety of relationships with objects (e.g., over, under, around, through).	PE.S2.E2.2 Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences.	PE.S2.E2.3 Recognize and perform locomotor skills specific to a wide variety of physical activities.	PE.S2.E2.4 Combine movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments.	PE.S2.E2.5 Combine movement concepts with skills in small-sided games, including those from other cultures, gymnastics, and dance with self-direction.

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Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

PE.S2.E3 Movement Concepts: Speed, Direction, and Force	PE.S2.E3.K	PE.S2.E3.1	PE.S2.E3.2	PE.S2.E3.3	PE.S2.E3.4	PE.S2.E3.5
	Travel in general space at different speeds.	A. Differentiate between fast and slow speeds. B. Differentiate between strong and light force.	Vary time and force with gradual increases and decreases.	Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher.	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.	A. Apply movement concepts to strategy in small-sided game situations, including those from other cultures. 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 including those from other cultures, dance, and gymnastics.

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Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

PE.S2.E4 **Movement Concepts: Strategy and Tactics**				PE.S2.E4.3 A. Apply simple strategies and tactics in chasing activities. B. Apply simple strategies and tactics in fleeing activities.	PE.S2.E4.4 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.	PE.S2.E4.5 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, including those from other cultures.
Aquatics	Preferably taught at elementary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. Please reference the American Red Cross "Learn to Swim and Achieve" and the Aquatic Skills and Safety table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).					
PE.S2.E5 **Aquatics: Safety**	PE.S2.E5.K Understand and follow safety concepts as described by the American Red Cross for levels one through three.	PE.S2.E5.1 Understand and follow safety concepts as described by the American Red Cross for levels three and four.	PE.S2.E5.2 Understand and follow safety concepts as described by the American Red Cross for level four.	PE.S2.E5.3 Understand and follow safety concepts as described by the American Red Cross for levels four and five.	PE.S2.E5.4 Understand and follow safety concepts as described by the American Red Cross for level five.	PE.S2.E5.5 Understand and follow safety concepts as described by the American Red Cross for levels five and six.

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	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PE.S3.E1 Physical Activity Knowledge	PE.S3.E1.K Identify active play opportunities in and out of school.	PE.S3.E1.1 Explain the importance of daily physical activity.	PE.S3.E1.2 Discuss the benefits of being active, playing, and exercising.	PE.S3.E1.3 A. Identify risks associated with physical inactivity. B. Understand the physical activity recommendations for youth.	PE.S3.E1.4 Identify factors that motivate or deter daily participation in physical activity.	PE.S3.E1.5 Describe how daily physical activity recommendations lead to a healthy body.

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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. (cont'd)

Performance Indicators (by Grade)

PE.S3.E2 Fitness Knowledge: Cardio-respiratory Endurance	PE.S3.E2.K 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.	PE.S3.E2.1 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.	PE.S3.E2.2 A. Identify personal Rate of Perceived Exertion (RPE) using the Borg scale. B. Identify where and how to find pulse.	PE.S3.E2.3 A. Uses the rate of Perceived Exertion (RPE) scale to distinguish between moderate and vigorous heart rate. B. Identify where and how to find and count heart rate.	PE.S3.E2.4 A. Identify target heart rate zone for moderate-to-vigorous intensity activities (60%-80%). B. Categorizes cardio-respiratory endurance as one component of health-related fitness.	PE.S3.E2.5 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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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. (cont'd)

Performance Indicators (by Grade)

PE.S3.E3 Fitness Knowledge: Muscular Strength and Endurance	PE.S3.E3.K Recognize the body has bones and muscles.	PE.S3.E3.1 Describe the connection between muscles and one's ability to move.	PE.S3.E3.2 Identify basic exercises to improve muscular strength and endurance.	PE.S3.E3.3 Define the concepts of muscular endurance and muscular strength and provide examples of physical activities that enhance these components.	PE.S3.E3.4 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.	PE.S3.E3.5 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.
PE.S3.E4 Fitness Knowledge: Flexibility	PE.S3.E4.K Identify the body part involved when stretching.	PE.S3.E4.1 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.	PE.S3.E4.2 Identify basic stretches to improve flexibility.	PE.S3.E4.3 Demonstrate warm-up and cool-down activities that enhance muscle flexibility and recognize the value of increased flexibility when participating in physical activity.	PE.S3.E4.4 A. Explain why a particular stretch is appropriate preparation for a specific physical activity. B. Identify flexibility as a component of health-related fitness.	PE.S3.E4.5 A. Analyze personal fitness levels/data for flexibility and determine strategies for improvement. B. Differentiate and illustrate examples of flexibility.

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. (cont'd)

Performance Indicators (by Grade)

PE.S3.E5 **Fitness Knowledge: Body Composition**				PE.S3.E5.3 Demonstrate the basic concept of body composition (eating well + being active = healthy body composition).	PE.S3.E5.4 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.	PE.S3.E5.5 Describe the short- and long-term benefits of maintaining a healthy body composition.
PE.S3.E6 **Fitness Knowledge: Skill-related Fitness**					PE.S3.E6.4 Identify the components of skill-related fitness.	PE.S3.E6.5 Define skill-related and health-related fitness.

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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. (cont'd)

Performance Indicators (by Grade)

PE.S3.E7 Knowledge Application	PE.S3.E7.K	PE.S3.E7.1	PE.S3.E7.2	PE.S3.E7.3	PE.S3.E7.4	PE.S3.E7.5
	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, and 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.

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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. (cont'd)

Performance Indicators (by Grade)

PE.S3.E8 Assessment and Program Planning			PE.S3.E8.2 Participate in health-related fitness components working toward building strength and competence using self-assessment and peer assessment skills during practice fitness activities.	PE.S3.E8.3 Demonstrate, with teacher guidance, the health-related fitness components.	PE.S3.E8.4 A. Complete fitness assessments (pre and post). B. Identify areas of needed remediation from personal assessment with teacher guidance. C. Identify strategies for progress in areas for remediation.	PE.S3.E8.5 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.
PE.S3.E9 Nutrition	PE.S3.E9.K Recognize that food provides energy for physical activity.	PE.S3.E9.1 Differentiate between healthy and unhealthy food.	PE.S3.E9.2 Recognize the balance of good nutrition and hydration with physical activity.	PE.S3.E9.3 Identify foods that are nutrient-dense.	PE.S3.E9.4 Discuss the importance of proper hydration.	PE.S3.E9.5 Identify the components on 'My Plate' and how they contribute to overall well-being.

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	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
	The Wisconsin Social and Emotional Learning Competencies (WSELC) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.					
PE.S4.E1 **Safety**	PE.S4.E1.K Identify how to safely participate with peers and safely use equipment while following teacher directives.	PE.S4.E1.1 Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders.	PE.S4.E1.2 Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.	PE.S4.E1.3 Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders. (WSELC 22)	PE.S4.E1.4 Apply safety practices with peers and equipment in a variety of physical activity settings.	PE.S4.E1.5 Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings.
PE.S4.E2 **Social Awareness:** **Procedures and Protocols**	PE.S4.E2.K Recognize the established protocol for the learning environment. (WSELC 21)	PE.S4.E2.1 Exhibit the established protocols for the learning environment.	PE.S4.E2.2 Recognize the role of procedures and protocols in the learning environment.	PE.S4.E2.3 Demonstrate positive behavior as established by procedures and protocols in the learning environment. (WSELC 21)	PE.S4.E2.4 Apply the procedures and protocols in the learning environment.	PE.S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.

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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. (cont'd)

Performance Indicators (by Grade)

PE.S4.E3 Social Awareness	PE.S4.E3.K Recognize everyone has similarities and differences with teacher guidance. (WSELC 14)	PE.S4.E3.1 Identify similarities and differences between peers with minimal or no teacher guidance.	PE.S4.E3.2 Demonstrate respect of individual differences with teacher guidance.	PE.S4.E3.3 Demonstrate respect of individual differences without teacher guidance. (WSELC 14)	PE.S4.E3.4 Praise the performance of others.	PE.S4.E3.5 Recognize differences and includes others.
PE.S4.E4 Self-management: Goal Setting	PE.S4.E4.K Demonstrate curiosity, risk-taking, and willingness to engage in new experiences with teacher guidance. (WSELC 10)	PE.S4.E4.1 Identify and apply steps and strategies to complete a simple goal with teacher guidance.	PE.S4.E4.2 Identify and apply steps and strategies to complete a simple goal with minimal teacher guidance.	PE.S4.E4.3 Identify simple goals for improvement of personal well-being. (WSELC 10)	PE.S4.E4.4 Create and implement an action plan towards meeting a goal.	PE.S4.E4.5 Assess level of engagement in their own learning for the achievement of personal goals. (WSELC 10)
PE.S4.E5 Relationship Skills: Feedback	PE.S4.E5.K Adapt behavior based on teacher directives. (WSELC 17)	PE.S4.E5.1 Understand how feedback can improve performance.	PE.S4.E5.2 Accept specific teacher-directed feedback.	PE.S4.E5.3 Accept and implement specific feedback from peers to adapt performance with teacher guidance.	PE.S4.E5.4 Independently adapt performance based on peer feedback. (WSELC 17)	PE.S4.E5.5 Independently and respectfully offers and responds appropriately to feedback.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others. (cont'd)

Performance Indicators (by Grade)

PE.S4.E6 Relationship Skills: Conflict Resolution	PE.S4.E6.K Identify and communicate needs in conflict situations with teacher guidance. (WSELC 19)	PE.S4.E6.1 Identify and communicate needs in conflict situations with minimal teacher guidance.	PE.S4.E6.2 Recognize individual perspectives may vary from person to person.	PE.S4.E6.3 Identify and explain others perspectives during conflicts. (WSELC 19)	PE.S4.E6.4 Identify basic conflict resolution strategies for resolving conflict constructively/ civilly.	PE.S4.E6.5 Identify cause and effect of a conflict and implement basic strategies to constructively/ civilly resolve differences with teacher guidance. (WSELC 19)
PE.S4.E7 Decision-making	PE.S4.E7.K Recognize that they have choices in how to respond to situations with teacher guidance. (WSELC 20)	PE.S4.E7.1 Recognize that they have choices in how to respond to situations with minimal teacher guidance.	PE.S4.E7.2 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. (WSELC 20)	PE.S4.E7.3 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance.	PE.S4.E7.4 Evaluate possible choices and the consequences of those choices with teacher guidance.	PE.S4.E7.5 Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance. (WSELC 20)

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 Priority	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PE.S5.E1 Health and Well-being	PE.S5.E1.K Recognize that physical activity is important for overall health and well-being.	PE.S5.E1.1 Identify physical activity as a component of overall health and well-being.	PE.S5.E1.2 Identify different types of physical activity that positively impact overall health and well-being.	PE.S5.E1.3 Recognize the value of balancing physical activity and well-being.	PE.S5.E1.4 Discuss the relationship between physical activity and well-being.	PE.S5.E1.5 Examine the health benefits of physical activity and well-being.
PE.S5.E2 Self-awareness and Self-management: Challenge and Growth Mindset	PE.S5.E2.K Engage in meaningful learning through attempting, repeating, and exploring a variety of experiences and activities. (WSELC 11)	PE.S5.E2.1 Recognize that attempting and repeating activities can lead to success.	PE.S5.E2.2 Persist toward reaching a goal despite setbacks with teacher guidance.	PE.S5.E2.3 Persist toward reaching a goal despite setbacks with minimal teacher guidance. (WSELC 11)	PE.S5.E2.4 Identify strategies to persist and maintain motivation when challenged. (WSELC 11)	PE.S5.E2.5 Apply strategies to persist and maintain motivation when challenged.

NOTE: This standard continued on next page.

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. (cont'd)

Performance Indicators (by Grade Band)

PE.S5.E3 Self-expression, Social Interaction, and Enjoyment	PE.S5.E3.K Identify physical activities that are enjoyable with or without others.	PE.S5.E3.1 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.	PE.S5.E3.2 Identify physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).	PE.S5.E3.3 Reflect on the reasons for enjoying selected physical activities.	PE.S5.E3.4 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.	PE.S5.E3.5 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	6th Grade	7th Grade	8th Grade
PE.S1.M1 **Dance and Rhythms**	PE.S1.M1.6 A. Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. B. Revise a selected dance/rhythm sequence to include new movement phases as an individual or small group.	PE.S1.M1.7 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. B. Create a dance/rhythm sequence consisting of at least 4 various movement phases.	PE.S1.M1.8 Exhibit command of rhythm and timing by creating a movement sequence to music as a group.
PE.S1.M2 **Invasion Games: Throwing**	PE.S1.M2.6 Throw with a mature pattern for distance or power appropriate to the practice task.	PE.S1.M2.7 Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	PE.S1.M2.8 Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including those from other cultures.
PE.S1.M3 **Invasion Games: Catching**	PE.S1.M3.6 Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	PE.S1.M3.7 Catch with a mature pattern from a variety of trajectories using different objects in dynamic environments or modified game play.	PE.S1.M3.8 Catch using an implement in a small-sided game play.
PE.S1.M4 **Invasion Games: Passing and Receiving**	PE.S1.M4.6 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 those from other cultures.	PE.S1.M4.7 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 those from other cultures.	PE.S1.M4.8 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 those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.M5 **Invasion Games: Passing and Receiving**	PE.S1.M5.6 Throw, while stationary, a leading pass to a moving receiver.	PE.S1.M5.7 Throw, while moving, a leading pass to a moving receiver.	PE.S1.M5.8 Throw a leading pass to a moving partner off a dribble or pass.
PE.S1.M6 **Invasion Games: Offensive Skills**	PE.S1.M6.6 Perform pivot, fake, screen, give and go, and jab steps designed to create open space without defensive pressure during practice tasks.	PE.S1.M6.7 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.	PE.S1.M6.8 Execute at least two of the following to create open space during small-sided game play: pivots, fakes, jab steps, screens, give and go.
PE.S1.M7 **Invasion Games: Dribbling/Object Control**	PE.S1.M7.6 Dribble with dominant hand using a change of speed and direction in a variety of practice tasks.	PE.S1.M7.7 Dribble with dominant and non-dominant hands using a change of speed and direction in a dynamic environment.	PE.S1.M7.8 Dribble with dominant and non-dominant hands using a change of speed and direction in small-sided game play.
PE.S1.M8 **Invasion Games: Dribbling/Object Control**	PE.S1.M8.6 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	PE.S1.M8.7 Foot-dribbles or dribbles with an implement combined with passing in a dynamic environment.	PE.S1.M8.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction and during small-sided game play, including those from other cultures.
PE.S1.M9 **Invasion Games: Shooting on Goal**	PE.S1.M9.6 Shoot on goal with power during practice tasks.	PE.S1.M9.7 Shoot on goal with power and accuracy in a dynamic environment.	PE.S1.M9.8 Shoot on goal for power and accuracy in small-sided invasion games, including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.M10 **Invasion Games: Defensive Skills**	PE.S1.M10.6 Maintain defensive-ready position with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player.	PE.S1.M10.7 Slide in all directions while on defense without crossing feet.	PE.S1.M10.8 Drop-step in the direction of the pass during player-to-player defense.
PE.S1.M11 **Net/Wall Games: Serving**	PE.S1.M11.6 Performs an underhand serve with control for net and wall games.	PE.S1.M11.7 Execute an underhand serve to a predetermined target for net and wall games.	PE.S1.M11.8 Execute an underhand serve for distance and accuracy for net and wall games, including those from other cultures.
PE.S1.M12 **Net/Wall Games: Striking**	PE.S1.M12.6 Strike with a mature overhand pattern in a non-dynamic environment for net/wall games.	PE.S1.M12.7 Strike with a mature overhand pattern in a dynamic environment for net/wall games.	PE.S1.M12.8 Strike with a mature overhand pattern in modified net/wall games, including those from other cultures.
PE.S1.M13 **Net/Wall Games: Forehand and Backhand**	PE.S1.M13.6 Demonstrate the mature form of the forehand and backhand strokes with a short-handled implement in net games.	PE.S1.M13.7 Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games.	PE.S1.M13.8 Demonstrate the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games, including those from other cultures.
PE.S1.M14 **Net/Wall Games: Weight Transfer**	PE.S1.M14.6 Transfer weight with correct timing for the striking pattern.	PE.S1.M14.7 Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.	PE.S1.M14.8 Transfer weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.M15 **Net/Wall Games: Volley**	PE.S1.M15.6 Forehand volley with a mature form and control using a short-handled implement.	PE.S1.M15.7 Forehand and backhand volley with a mature form and control using a short-handled implement.	PE.S1.M15.8 Forehand and backhand volley with a mature form and control using a short-handled implement during modified game play, including those from other cultures.
PE.S1.M16 **Net/Wall Games: Two-hand Volley**	PE.S1.M16.6 Two-hand volley with control in a variety of practice tasks.	PE.S1.M16.7 Two-hand volley with control in a dynamic environment.	PE.S1.M16.8 Two-hand volley with control in a small-sided game, including those from other cultures.
PE.S1.M17 **Target Games: Throwing**	PE.S1.M17.6 Demonstrate a mature throwing pattern for a modified target activity during a practice task.	PE.S1.M17.7 Execute consistently a mature throwing pattern for target activity in a dynamic environment.	PE.S1.M17.8 Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game, including those from other cultures.
PE.S1.M18 **Target Games: Striking**	PE.S1.M18.6 Strike, with an implement, a stationary object for accuracy and distance in a practice task.	PE.S1.M18.7 Strike, with an implement, a stationary object for accuracy in a dynamic environment.	PE.S1.M18.8 Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures.
PE.S1.M19 **Fielding and Striking Games: Striking**	PE.S1.M19.6 Strike an object with an implement with force in a variety of practice tasks.	PE.S1.M19.7 Strike an object with an implement to open space in a variety of practice tasks in a dynamic environment.	PE.S1.M19.8 Strike an object with an implement for power to open space in a variety of small-sided game play, including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.M20 **Fielding and Striking Games: Catching**	PE.S1.M20.6 Catch, with a mature pattern, from different trajectories using a variety of objects in a variety of practice tasks.	PE.S1.M20.7 Catch, with a mature pattern, from different trajectories using a variety of objects in a dynamic environment.	PE.S1.M20.8 Catch, using an implement, from different trajectories and speeds in small-sided game play, including those from other cultures.
PE.S1.M21 **Outdoor Pursuits/ Adventure Activities**	PE.S1.M21.6 Demonstrate correct technique for basic skills in one selected individual performance or outdoor activity.	PE.S1.M21.7 Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity.	PE.S1.M21.8 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.** Please reference the American Red Cross "Learn to Swim and Achieve" and the Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
PE.S1.M22 **Aquatics: Swim Skills**	PE.S1.M22.6 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.M22.7 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.M22.8 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.

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	6th Grade	7th Grade	8th Grade
PE.S2.M1 **Invasion Games: Creating Space (with movement)**	PE.S2.M1.6 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).	PE.S2.M1.7 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).	PE.S2.M1.8 Open and close space during small-sided game play by combining locomotor patterns with movement concepts.
PE.S2.M2 **Invasion Games: Creating Space (with offensive tactics)**	PE.S2.M2.6 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.	PE.S2.M2.7 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.	PE.S2.M2.8 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.
PE.S2.M3 **Invasion Games: Reducing Space (changing the size and shape)**	PE.S2.M3.6 Reduce open space on defense by making the body larger and reducing passing angles.	PE.S2.M3.7 Reduce open space on defense by staying close to the opponent as he/she nears the goal.	PE.S2.M3.8 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).
PE.S2.M4 **Invasion Games: Reducing Space (using denial)**	PE.S2.M4.6 Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	PE.S2.M4.7 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.	PE.S2.M4.8 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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Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

PE.S2.M5 **Invasion Games: Transition**	PE.S2.M5.6 Transition from offense to defense or defense to offense by recovering quickly.	PE.S2.M5.7 Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates.	PE.S2.M5.8 Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.
PE.S2.M6 **Net/Wall Games: Creating Space (through variation)**	PE.S2.M6.6 Create open space in net/wall games with either a long- or short-handled implement by varying force and direction.	PE.S2.M6.7 Create open space in net/wall games with either a long- or short-handled implement by varying force and direction and by moving opponent from side to side.	PE.S2.M6.8 Create open space in net/wall games with either a long- or short-handled implement by varying force or direction and by moving opponent from side to side and forward and back.
PE.S2.M7 **Net/Wall Games: Using Tactics and Shots**	PE.S2.M7.6 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.	PE.S2.M7.7 Select offensive shot based on opponent's court or field position (i.e., hit where opponent is not).	PE.S2.M7.8 Vary placement, force, and timing of return to prevent anticipation by opponent.
PE.S2.M8 **Target Games: Shot Selection**	PE.S2.M8.6 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.	PE.S2.M8.7 Vary the speed and trajectory of the shot based on the location of the object in relation to the target.	PE.S2.M8.8 Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target.
PE.S2.M9 **Fielding and Striking Games: Offensive Strategies**	PE.S2.M9.6 Identify open spaces and attempt to use a variety of shots to strike the object into that space.	PE.S2.M9.7 Use a variety of shots (e.g., line drive high arc) to hit the object into open space.	PE.S2.M9.8 Use sacrifice situations and attempt to advance a teammate.

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

PE.S2.M10 **Fielding and Striking Games: Reducing Space**	PE.S2.M10.6 Identify and perform a defensive play based on the situation (e.g., number of outs).	PE.S2.M10.7 Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs).	PE.S2.M10.8 Analyze and apply defensive strategy by collaborating with teammates to maximize coverage.
PE.S2.M11 **Movement Concepts, Principles, and Knowledge**	PE.S2.M11.6 Identify Newton's Three Laws of Motion and how they impact movement in physical activity.	PE.S2.M11.7 Explain Newton's Three Laws of Motion as applied to various physical activities.	PE.S2.M11.8 Apply Newton's Three Laws of Motion to various physical activities.
Aquatics	**Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum.** Please reference the American Red Cross "Learn to Swim and Achieve" and Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
PE.S2.M12 **Aquatics: Safety**	PE.S2.M12.6 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.M12.7 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.M12.8 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.

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	6th Grade	7th Grade	8th Grade
PE.S3.M1 **Physical Activity Knowledge: Barriers**	PE.S3.M1.6 Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers.	PE.S3.M1.7 Evaluate personal barriers for maintaining a physically active lifestyle and create and implement a plan to eliminate those barriers.	PE.S3.M1.8 Evaluate personal barriers' long-term impacts on life and refine personal plans to eliminate barriers.
PE.S3.M2 **Fitness Knowledge: Components**	PE.S3.M2.6 Provide examples of health-related and skill-related fitness physical activities.	PE.S3.M2.7 Differentiate between health-related and skill-related fitness.	PE.S3.M2.8 Compare and contrast health-related fitness and skill-related fitness components.
PE.S3.M3 **Fitness Knowledge**	PE.S3.M3.6 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.	PE.S3.M3.7 Adjust physical activity based on quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level.	PE.S3.M3.8 Utilize available technology to self-monitor quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level.
PE.S3.M4 **Fitness Knowledge: Flexibility**	PE.S3.M4.6 Describe and demonstrate a variety of appropriate static stretching techniques for all major muscle groups.	PE.S3.M4.7 Describe and demonstrate the difference between dynamic and static stretches.	PE.S3.M4.8 Describe the role of flexibility in injury prevention.

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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. (cont'd)

Performance Indicators (by Grade)

PE.S3.M5 **Fitness Knowledge: Health-Related Fitness Components**	PE.S3.M5.6 Define aerobic and anaerobic capacity and muscular strength and muscular endurance.	PE.S3.M5.7 Identify exercises that are aerobic, anaerobic, muscular strength, and muscular endurance.	PE.S3.M5.8 Describe how to improve aerobic capacity, anaerobic capacity, muscular strength, and muscular endurance.
PE.S3.M6 **Fitness Knowledge: FITT Principle (frequency, intensity, time, and type)**	PE.S3.M6.6 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).	PE.S3.M6.7 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.	PE.S3.M6.8 Apply the overload principle (FITT formula) in preparing a personal workout.
PE.S3.M7 **Fitness Knowledge: Warm Up and Cool Down**	PE.S3.M7.6 Describe the role of warm-ups and cool-downs before and after physical activity.	PE.S3.M7.7 Design a warm-up and cool-down regimen for a self-selected physical activity.	PE.S3.M7.8 Design and implement a warm-up and cool-down regimen for a self- selected physical activity.
PE.S3.M8 **Fitness Knowledge: Cardio-respiratory**	PE.S3.M8.6 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.	PE.S3.M8.7 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.	PE.S3.M8.8 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.

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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. (cont'd)

Performance Indicators (by Grade)

PE.S3.M9 **Fitness Knowledge: Body Systems**	PE.S3.M9.6 Identify major muscles used in selected physical activities.	PE.S3.M9.7 Describe how muscles pull on bones to create movement in pairs by relaxing and contracting.	PE.S3.M9.8 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.
PE.S3.M10 **Assessment and Program Planning**	PE.S3.M10.6 Design and implement a program of remediation for an area of improvement based on the results of health-related fitness assessment.	PE.S3.M10.7 Design and implement a program of remediation for two areas of improvement based on the results of health-related fitness assessment.	PE.S3.M10.8 Design and implement a program of remediation for three areas of improvement based on the results of health-related fitness assessment.
PE.S3.M11 **Assessment and Program Planning**	PE.S3.M11.6 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.	PE.S3.M11.7 Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log.	PE.S3.M11.8 Design and implement a program to improve levels of health-related fitness and nutrition.
PE.S3.M12 **Nutrition: Healthy Nutritional Choices**	PE.S3.M12.6 Describe the relationship between poor nutrition and health risk factors.	PE.S3.M12.7 Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels.	PE.S3.M12.8 Develop strategies for balancing healthy food, snacks, and water intake along with daily physical activity.

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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. (cont'd)

Performance Indicators (by Grade)

PE.S3.M13 **Mindfulness and Stress Management**	PE.S3.M13.6 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.	PE.S3.M13.7 Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	PE.S3.M13.8 Demonstrate basic movements used in other stress-reducing activities such as yoga and tai chi.
PE.S3.M14 **Knowledge Application**	PE.S3.M14.6 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.	PE.S3.M14.7 A. Engage in a variety of strength, endurance, and functional fitness activities. B. Reflect on inventory of physical fitness activities for each of the components of fitness (e.g., verbally, written, etc.).	PE.S3.M14.8 Plan and implement a fitness program to include aerobic, strength, endurance, functional fitness, and flexibility training.
PE.S3.M15 **Knowledge Application**	PE.S3.M15.6 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.).	PE.S3.M15.7 Reflect on personal participation in a variety of lifetime activities.	PE.S3.M15.8 Log and analyze participation in a self-selected lifetime activity outside of the school day.
PE.S3.M16 **Knowledge Application**	PE.S3.M16.6 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.	PE.S3.M16.7 Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.	PE.S3.M16.8 Participate in moderate to vigorous aerobic and muscle- and bone-strengthening physical activity for at least 60 minutes a 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	6th Grade	7th Grade	8th Grade
	The Wisconsin Social and Emotional Learning Competencies (WSELC) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.		
PE.S4.M1 **Safety**	PE.S4.M1.6 Identify safety concerns and protocols within the learning environment.	PE.S4.M1.7 Implement safety protocols within the learning environment with teacher guidance.	PE.S4.M1.8 Independently implement safety protocols and identify the impact of those decisions. (WSELC 22)
PE.S4.M2 **Social Awareness: Procedures and Protocols**	PE.S4.M2.6 Identify procedures and protocols for activities in a variety of learning environments (e.g., small-sided games, individual performance activities).	PE.S4.M2.7 Demonstrate knowledge of procedures and protocols by self-officiating and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities).	PE.S4.M2.8 Apply procedures and protocols by acting as an official for modified physical activities and games, and during individual activities.
PE.S4.M3 **Social Awareness**	PE.S4.M3.6 Identify and define discrimination and stereotyping.	PE.S4.M3.7 Understand the effects of discrimination and stereotyping.	PE.S4.M3.8 Respectfully acknowledge perceived difference and support diversity. (WSELC 14)
PE.S4.M4 **Self-management: Goal Setting**	PE.S4.M4.6 Set attainable and realistic short-term (S.M.A.R.T) goals. (WSELC 10)	PE.S4.M4.7 Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed.	PE.S4.M4.8 Assess and analyze the progress toward (S.M.A.R.T.) goals to determine next steps required to continue progressing.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others. (cont'd)

Performance Indicators (by Grade)

PE.S4.M5 **Relationship Skills: Feedback**	PE.S4.M5.6 Identify ways to improve performance using teacher-generated criteria.	PE.S4.M5.7 Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria.	PE.S4.M5.8 Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance. (WSELC 17)
PE.S4.M6 **Relationship Skills: Conflict Resolution**	PE.S4.M6.6 Identify negotiation skills and conflict resolution strategies to resolve differences with teacher guidance.	PE.S4.M6.7 Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance.	PE.S4.M6.8 Apply negotiation skills and conflict resolution strategies to resolve differences. (WSELC 19)
PE.S4.M7 **Decision-making**	PE.S4.M7.6 Identify how choices can impact others in a positive and negative way.	PE.S4.M7.7 Identify various factors, solutions, and outcomes that will influence decision-making.	PE.S4.M7.8 Explain how various factors and solutions influence decision-making. (WSELC 20)

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	6th Grade	7th Grade	8th Grade
PE.S5.M1 **Health and Well-being**	PE.S5.M1.6 Describe how being physically active leads to increased health and well-being.	PE.S5.M1.7 Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being.	PE.S5.M1.8 Explain the connections between physical activity, skill development and fitness to overall health and well-being.
PE.S5.M2 **Self-awareness and Self-management: Challenge and Growth Mindset**	PE.S5.M2.6 Identify when challenged personal strengths with teacher guidance.	PE.S5.M2.7 Integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engagement, asking for help or feedback, and modifying the task) with minimal teacher guidance.	PE.S5.M2.8 Independently, identify, integrate and utilize personal strengths in overcoming challenges for further development and success. (WSELC 11)
PE.S5.M3 **Self-expression and Enjoyment**	PE.S5.M3.6 Identify why self-selected physical activities create enjoyment.	PE.S5.M3.7 Explain how moving competently in a physical activity setting creates enjoyment.	PE.S5.M3.8 Discuss how enjoyment could be increased in self-selected physical activities.
PE.S5.M4 **Self-expression and Enjoyment**	PE.S5.M4.6 Identify how self-expression and physical activity are related.	PE.S5.M4.7 Explain the relationship between self-expression and lifelong enjoyment through physical activity.	PE.S5.M4.8 Identify and participate in an enjoyable activity that prompts individual self-expression.

NOTE: This standard continued on next page.

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. (cont'd)

Performance Indicators (by Grade)

PE.S5.M5 **Social Interaction**	PE.S5.M5.6 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.	PE.S5.M5.7 Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates.	PE.S5.M5.8 Identify expressions of empathy for others in various physical activities.
PE.S5.M6 **Social Interaction**	PE.S5.M6.6 Identify and explain how physical activity provides opportunities for increasing social interaction.	PE.S5.M6.7 Explain how physical activity provides opportunities for increasing social interaction.	PE.S5.M6.8 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
PE.S1.H1 **Dance and Rhythms**	PE.S1.H1.L1 Compare and contrast different forms of dance/rhythms and how they relate to maintaining a health-enhancing level of fitness.	PE.S1.H1.L2 Demonstrate competency in dance forms used in cultural and social occasions or demonstrate competency in one form of dance/rhythm.	PE.S1.H1.L3 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.
PE.S1.H2 **Invasion Games: Throwing**	PE.S1.H2.L1 Demonstrate proficiency in activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H2.L2 Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H2.L3 Apply activity-specific throwing skills in two or more small-sided invasion and fielding games, including those from other cultures.
PE.S1.H3 **Invasion Games: Catching**	PE.S1.H3.L1 Demonstrate proficiency in activity-specific catching skills in two or more small-sided invasion games, including those from other cultures.	PE.S1.H3.L2 Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H3.L3 Apply activity-specific catching skills in two or more small-sided invasion and fielding games, including those from other cultures.
PE.S1.H4 **Invasion Games: Passing and Receiving**	PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures.	PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures.	PE.S1.H4.L3 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, including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Level)

PE.S1.H5 **Net/Wall Games**	PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills in two or more net/wall games, including those from other cultures.	PE.S1.H5.L2 Refine and apply self-identified activity-specific movement skills in one or more net/wall games, including those from other cultures.	PE.S1.H5.L3 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, including those from other cultures.
PE.S1.H6 **Target Games: Throwing**	PE.S1.H6.L1 Demonstrate a mature throwing pattern in two or more target games, including those from other cultures.	PE.S1.H6.L2 Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures.	PE.S1.H6.L3 Create and implement a practice plan designed to develop or refine mature throwing pattern in two or more target games, including those from other cultures.
PE.S1.H7 **Target Games: Striking**	PE.S1.H7.L1 Use long- or short-handled implement with mature form to strike object in one or more target games, including those from other cultures.	PE.S1.H7.L2 Demonstrate competency in striking objects using long-handled implement to strike object in two or more target games, including those from other cultures.	PE.S1.H7.L3 Create and implement a practice plan designed to develop or refine mature striking pattern in two or more target games, including those from other cultures.
PE.S1.H8 **Fielding and Striking Games**	PE.S1.H8.L1 Demonstrate competency in movement patterns to connect with the object.	PE.S1.H8.L2 Identify how to self-correct and reflect on movement in relation to the object.	PE.S1.H8.L3 Make contact and connect with the object to create a play.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Level)

PE.S1.H9 **Outdoor Pursuits/ Adventure Activities**	PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities.	PE.S1.H9.L2 Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor activities.	PE.S1.H9.L3 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. Please reference the America Red Cross "Learn to Swim and Achieve" as well as the Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
PE.S1.H10 **Aquatics:** **Swim Skills**	PE.S1.H10.L1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.H10.L2 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.H10.L3 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.

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 Level)

Learning Priority	HS Level 1	HS Level 2	HS Level 3
PE.S2.H1 **Movement Concepts, Principles, and Knowledge**	PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill.	PE.S2.H1.L2 Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills.	PE.S2.H1.L3 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.
PE.S2.H2 **Movement Concepts, Principles, and Knowledge**	PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	PE.S2.H2.L3 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.
PE.S2.H3 **Movement Concepts, Principles, and Knowledge**	PE.S2.H3.L1 Identify examples of historical and cultural roles within physical activity and dance forms.	PE.S2.H3.L2 Compare similarities and differences of historical and cultural roles within physical activity and dance forms.	PE.S2.H3.L3 Analyze historical and cultural roles within physical activity and dance forms.
PE.S2.H4 **Movement Concepts, Principles, and Knowledge**	PE.S2.H4.L1 Use defensive and offensive strategies and tactics effectively in various activities.	PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in various activities.	PE.S2.H4.L3 Modify defensive and offensive strategies and tactics in various activities based on analysis of the game.

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Content Area: Physical Education (PE)

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

Performance Indicators (by Level)

PE.S2.H5 **Movement Concepts, Principles, and Knowledge**	PE.S2.H5.L1 Identify the stages of learning motor skills for a variety of skills in a variety of different activities, including those from other cultures.	PE.S2.H5.L2 Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill refinement.	PE.S2.H5.L3 Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill.
PE.S2.H6 **Movement Concepts, Principles, and Knowledge: Aquatics**	PE.S2.H6.L1 Identify the stages of learning for one or more swim strokes using BLABT (Body position first, then Legs, then Arms, then Breathing, last Timing).	PE.S2.H6.L2 Analyze the stages of learning for two or more strokes using BLABT.	PE.S2.H6.L3 Use BLABT to analyze and improve the performance of self and others in one or more specialized strokes.
PE.S2.H7 **Net/Wall Games: Creating Space (through variation)**	PE.S2.H7.L1 Use strategies and tactics (e.g., spacing and positioning) during game play in net/wall and target games, including those from other cultures with long- or short-handled Implement.	PE.S2.H7.L2 Apply strategies and tactics when analyzing errors in game play in net/wall and target games, including those from other cultures.	PE.S2.H7.L3 Implement strategies and tactics when analyzing errors in game play in net/wall and/or target games, including those from other cultures.
PE.S2.H8 **Net/Wall Games: Use of Tactics and Shots**	PE.S2.H8.L1 Use strategies and tactics to select appropriate offensive shots during net and wall games, including those from other cultures.	PE.S2.H8.L2 Analyze shot selection based on opponents positioning in net and wall games, including those from other cultures.	PE.S2.H8.L3 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games, including those from other cultures.

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Content Area: Physical Education (PE)

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

Performance Indicators (by Level)

PE.S2.H9 **Target Games: Shot Selection**	PE.S2.H9.L1 Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities.	PE.S2.H9.L2 Assess implementation of strategies and tactics in a variety of target activities using speed, force, and trajectory.	PE.S2.H9.L3 Assess effectiveness and modify strategy and tactics of shot placement in various target activities.
PE.S2.H10 **Fielding and Striking Games: Offensive and Defensive Strategies**	PE.S2.H10.L1 Use offensive and defensive strategies in various situations in fielding and striking games, including those from other cultures.	PE.S2.H10.L2 Apply offensive and defensive strategies when selecting appropriate shots in fielding and striking games, including those from other cultures.	PE.S2.H10.L3 Reflect, analyze, and apply offensive and defensive strategies in a variety of fielding and striking games, including those from other cultures.
PE.S2.H11 **Fielding and Striking Games: Reducing Space**	PE.S2.H11.L1 Discuss with classmates on how to find open spaces to maximize coverage on defense.	PE.S2.H11.L2 Review, discuss, and communicate strategies and tactics with classmates to find open spaces to maximize coverage on defense.	PE.S2.H11.L3 Model strategies on how to maximize coverage on defense.
Aquatics	**Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum.** Please reference the American Red Cross "Learn to Swim and Achieve" and Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
PE.S2.H12 **Aquatics: Safety**	PE.S2.H12.L1 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.H12.L2 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.H12.L3 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.

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
PE.S3.H1 **Physical Activity Knowledge**	PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity.	PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.
PE.S3.H2 **Physical Activity Knowledge**	PE.S3.H2.L1 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	PE.S3.H2.L2 Analyze and apply technology and social media as tools for supporting a healthy, active lifestyle.	PE.S3.H2.L3 Design a strategy using technology or social media to assist others in supporting a healthy, active lifestyle.
PE.S3.H3 **Physical Activity Knowledge**	PE.S3.H3.L1 Identify issues associated with exercising in heat, humidity, and cold.	PE.S3.H3.L2 Apply prevention tactics to avoid issues with heat- and cold-related illness as they relate to exercise.	PE.S3.H3.L3 Explain treatment of heat- and cold-related illnesses as they relate to physical activity.
PE.S3.H4 **Physical Activity Knowledge**	PE.S3.H4.L1 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.	PE.S3.H4.L2 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).	PE.S3.H4.L3 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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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. (cont'd)

Performance Indicators (by Level)

PE.S3.H5 **Physical Activity Planning**	PE.S3.H5.L1 Explore local community for physical activity opportunities.	PE.S3.H5.L2 Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.	PE.S3.H5.L3 Create a plan for activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.
PE.S3.H6 **Fitness Knowledge**	PE.S3.H6.L1 Demonstrate appropriate technique of functional fitness, using body weight exercises, resistance-training, and free weights.	PE.S3.H6.L2 Compare and contrast advantages and disadvantages of functional fitness, using body weight exercises, resistance-training, and free weights.	PE.S3.H6.L3 Design and implement a strength and conditioning program that develops balance between opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
PE.S3.H7 **Fitness Knowledge**	PE.S3.H7.L1 Relate physiological responses to individual levels of fitness and nutritional balance.	PE.S3.H7.L2 Identify the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).	PE.S3.H7.L3 Analyze the impact of the principle of adaptation and its relation to exercise.
PE.S3.H8 **Fitness Knowledge**	PE.S3.H8.L1 Identify the structure of skeletal muscles and fiber types as they relate to muscle development.	PE.S3.H8.L2 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).	PE.S3.H8.L3 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).

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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. (cont'd)

Performance Indicators (by Level)

PE.S3.H9 **Fitness Knowledge: Cardio-respiratory**	PE.S3.H9.L1 Calculates heart rate training zones using different heart rate formulas (220-age, Karvonen, and other evidence-based formulas), and uses zones to explore how various physical activities impact heart rate.	PE.S3.H9.L2 Uses personalized target heart rate zones to create and implement a plan to meet target heart rate goals using various physical activities.	PE.S3.H9.L3 Apply fitness principles (SPORT, FITT, HIIT, and SAID) and personalized heart rate zones to evaluate and critique progress towards physical activity goals encompassing multiple components of fitness.
PE.S3.H10 **Assessment and Program Planning**	PE.S3.H10.L1 Analyze current personal and social well-being to create a plan to enhance or maintain at least two health-enhancing concepts.	PE.S3.H10.L2 Refine and apply a personal and social well-being plan to enhance or maintain at least three health-enhancing concepts.	PE.S3.H10.L3 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).
PE.S3.H11 **Assessment and Program Planning**	PE.S3.H11.L1 Identify the components of skill-related fitness and health-related fitness in relation to life and career goals.	PE.S3.H11.L2 Analyze the components of skill-related fitness and health-related fitness in relation to life and career goals, and employ fitness principles (SPORT, FITT, HIIT, and SAID) to design an appropriate fitness program for those goals.	PE.S3.H11.L3 Apply fitness principles (SPORT, FIT, HIIT, and SAID) in designing 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.
PE.S3.H12 **Nutrition**	PE.S3.H12.L1 Explore nutritional program options available to consumers and compare and contrast the impact the choice may have on oneself.	PE.S3.H12.L2 Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	PE.S3.H12.L3 Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.

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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. (cont'd)

Performance Indicators (by Level)

PE.S3.H13 **Stress Management**	PE.S3.H13.L1 Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	PE.S3.H13.L2 Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	PE.S3.H13.L3 Lead a small group through a stress-management activity (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
PE.S3.H14 **Knowledge Application**	PE.S3.H14.L1 Log weekly participation in a self-selected lifetime activity, dance, or fitness activity outside of the school day.	PE.S3.H14.L2 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).	PE.S3.H14.L3 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
	The Wisconsin Social and Emotional Learning Competencies (WSELC) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.		
PE.S4.H1 **Safety**	PE.S4.H1.L1 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.	PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)
PE.S4.H2 **Social Awareness: Procedures and Protocols**	PE.S4.H2.L1 Exhibit procedures, protocols, and respect for others, and teamwork while engaging in physical activity.	PE.S4.H2.L2 Reflect on the use of procedures, protocols, and respect, and the impact on self, peers and physical activity engagement. (WSELC 21)	PE.S4.H2.L3 Examine moral and ethical conduct as it relates to physical activity engagement and how it impacts and influences self, others and community.
PE.S4.H3 **Social Awareness**	PE.S4.H3.L1 Identify when others are being discriminated against and evaluate personal bias based on perceived differences. (WSEL 14)	PE.S4.H3.L2 Create and implement strategies to oppose perceived differences.	PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others. (cont'd)

Performance Indicators (by Level)

PE.S4.H4 **Self-Management: Goal Setting**	PE.S4.H4.L1 Create short- and long-term health enhancing S.M.A.R.T. goals and create a plan to reach those goals.	PE.S4.H4.L2 Reflect on the progress being made toward S.M.A.R.T. goals in order to adjust the steps and time frame to reach those goals. (WSELC 10)	PE.S4.H4.L3 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.
PE.S4.H5 **Relationship Skills: Feedback**	PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher-generated criteria.	PE.S4.H5.L2 Analyze and evaluate feedback provided by a peer to adapt and improve performance.	PE.S4.H5.L3 Implement an evaluation cycle (perform, reflect, implement correct feedback, and perform again).
PE.S4.H6 **Relationship Skills: Conflict Resolution**	PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes.	PE.S4.H6.L2 Analyze personal role in a conflict to resolve differences and promote positive outcomes in the future.	PE.S4.H6.L3 Apply strategies to consistently resolve conflicts in a variety of settings (e.g., school, work, community, and personal relationships). (WSELC 19)
PE.S4.H7 **Decision-making**	PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.	PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)

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 Level)

Learning Priority	HS Level 1	HS Level 2	HS Level 3
PE.S5.H1 **Health and Well-being**	PE.S5.H1.L1 Identify positive mental, social, and emotional aspects of participating in a variety of physical activities.	PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being.
PE.S5.H2 **Self-awareness** **Self-management:** **Challenge and Growth Mindset**	PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11)	PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers. (WSELC 11)	PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11)
PE.S5.H3 **Self-expression and Enjoyment**	PE.S5.H3.L1 Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment.	PE.S5.H3.L2 Select and participate in physical activities and dance according to the current needs of the individual (e.g., energizing, relaxing, calming, individual, and group).	PE.S5.H3.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment.
PE.S5.H4 **Self-expression and Enjoyment**	PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice).	PE.S5.H4.L2 Select and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice).	PE.S5.H4.L3 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 (e.g., indoor/outdoor/water/snow/ice).

NOTE: This standard continued on next page.

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. (cont'd)

Performance Indicators (by Level)

PE.S5.H5 **Social Interaction**	PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in various physical activities.	PE.S5.H5.L2 Apply verbal, physical, and environmental cues to express emotions in a positive manner during various physical activities.	PE.S5.H5.L3 Model verbal, physical, and environmental cues to express emotions and help others in a positive manner during various physical activities.
PE.S5.H6 **Social Interaction**	PE.S5.H6.L1 Identify community opportunities for social interaction and support in a variety of self-selected physical activities or dance.	PE.S5.H6.L2 Compare and contrast opportunities for social interaction and social support in a variety of self-selected physical activities or dance.	PE.S5.H6.L3 Evaluate community opportunities for social interaction and support in a variety of self-selected physical activities or dance.