

Wisconsin
Standards for
Physical Education



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Tony Evers, State Superintendent
Madison, Wisconsin

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125 South Webster Street

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(608) 266-8960

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Foreword

Physical education (PE) plays a critical role in educating the *whole* student; setting high standards is critical to advancing learning in our state. Research supports the importance of movement in educating both mind and body. Quality physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. Quality physical education benefits both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play contributes to important motor abilities and cognitive development. As children enter adolescence, physical activity may enhance the development of a positive self-concept and the ability to pursue intellectual, social, and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies, and be an important component in helping every child graduate with the knowledge and skills needed to be successful in the work place or further education.

To support quality physical education, *Wisconsin's Physical Education Standards*, first published in 1997, has been updated and reformatted. A team of elementary, middle school, high school, and higher education teachers and administrators created this document through the assistance of the Wisconsin Association for Health, Physical Education, Recreation and Dance; the Wisconsin Association for Supervision and Curriculum Development; the Association of Wisconsin School Administrators; and the Wisconsin Education Association Council. It builds upon national standards and includes sections designed to help physical education departments and teachers design high quality physical education curriculum, instruction, and assessment. The new standards include the following new components:

- Broad statements of essential student skills and knowledge.
- A description of the physical education behaviors for each standard in four grade bands: PK-2, 3-5, 6-8, and 9-12.
- Learning priorities to help school districts develop effective K-12 physical education curricula.
- Focus areas to guide teachers regarding the types of physical education instruction that will best help students meet the standards.
- A K-12 learning continuum that provides grade band assessments with rubrics for each of the learning priorities.
- An adapted PE learning continuum with grade band assessments and rubrics that meets the needs of students with disabilities.

Taken together, the components of this standards document can educate parents, school personnel, and other community members regarding what physical education students need to know and be able to do to lead healthy, physically active lifestyles.

Tony Evers, PhD
State Superintendent



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Eric Blake
Principal
Waterford Union High School
Waterford, Wisconsin

Brenda Erdman
Elementary Physical Education Teacher
Westside Elementary School
Reedsburg, Wisconsin

Colleen Evans
Professor of Physical Education
University of Wisconsin-Stevens Point
Stevens Point, Wisconsin

Scott Frazier
Professor of Physical Education
University of Wisconsin-Stevens Point
Stevens Point, Wisconsin

Cheryl Gorski
Middle School Physical Education Teacher
Marshfield Middle School
Marshfield, Wisconsin

Crystal Gorwitz
Middle School Physical Education
and Health Education Teacher
Hortonville Middle School
Hortonville, Wisconsin

Sandy Hagenbach
Physical Education Teacher
Heritage Elementary School
DePere, Wisconsin

Kristi Roth
Professor of Adapted Physical Education
University of Wisconsin-Stevens Point
Stevens Point, Wisconsin

Thomas Steward
Director of Instructional Services
Sparta Area School District
Sparta, Wisconsin

Maureen Vorwald
Physical Education Teacher
Platteville High School
Platteville, Wisconsin

The following University of Wisconsin-Stevens Point students made important contributions to the document:

Lauren Chilcott

Andrew Osegard

Amber Radue

Department of Public Instruction Staff

Jon W. Hisgen
Consultant, Health and Physical Activity

Linda Carey
Office Operations Associate

Douglas White, Director, Student Services/Prevention and Wellness

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Guide to the Revised Wisconsin's Physical Education Standards

Wisconsin's Physical Education Standards reflect and expand upon the National Association for Sport and Physical Education (NASPE) standards. These six standards have been extensively used across the nation and serve as a model for schools and institutions of higher education in Wisconsin. *Wisconsin's Physical Education Standards* include the following components:

1. Broad statements of essential skills, knowledge, behavior, and values for students PK-12. These are identified as standards 1 through 6.
2. A narrative description of the standard as it applies to students in four grade bands: PK-2, 3-5, 6-8, and 9-12.
3. *Learning priorities* for each standard by grade band describing the specific aspects of the standard to be developed. These can be used to guide curriculum development.
4. *Focus areas* for each standard by grade band. These can be used to guide instruction.
5. Examples of specific skills, knowledge, behavior, or values for each focus area. Referred to as a *learning continuum*, these can be used to guide assessment.
6. A physical education learning continuum for assessing students using *strategies for varied level learners*. These strategies offer general suggestions and will not meet the needs of all students. Some of these examples start below grade level and can be adjusted to assess students at grade level and above grade level in terms of physical ability.

Taken together, these components provide consistent, developmental guidance for curriculum, instruction, and assessment in PK-12 physical education.

This standards document is organized as follows: Section 1, beginning on page 9, provides each standard, grade band narrative, learning priorities, focus areas, and learning continuum. Section 2, beginning on page 29, provides each standard, and for each grade band, the learning priority, focus areas, learning continuum, and strategies for varied level learners.

A glossary of terms follows on page 77. Appendices include a description of connections between English/language arts and physical education, and a description of the appropriate teaching practices that can support achievement of the standards.

Why Children Need Physical Education

Physical education is an integral part of the total education of every child in Kindergarten through Grade 12.

Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented.

Improved Physical Fitness

Improves children's muscular strength, flexibility, muscular endurance, body composition, and cardiovascular endurance.

Skill Development

Develops motor skills, which allow for safe, successful, and satisfying participation in physical activities.

Regular, Healthful Physical Activity

Provides a wide-range of developmentally-appropriate activities for all children.

Support of Other Subject Areas

Reinforces knowledge learned across the curriculum. Serves as a lab for application of content in science, math, and social studies.

Self-Discipline

Facilitates development of student responsibility for health and fitness.

Improved Judgment

Influences moral development. Students have the opportunity to assume leadership, cooperate with others, question actions and regulations, and accept responsibility for their own behavior.

Stress Reduction

Provides an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience.

Strengthened Peer Relationships

Provides opportunities for helping children socialize with others successfully and learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of peer culture.

Improved Self-confidence and Self-esteem

Instills a stronger sense of self-worth in children based on their mastery of skills and

concepts in physical activity. They can become more confident, assertive, independent, and self-controlled.

Experience Setting Goals

Provides children the opportunity to set and strive for personal, achievable goals.

Source

National Association for Sport and Physical Education

www.aahperd.org/naspe/publications/teachingTools/whyPE.cfm

Wisconsin Physical Education Standards:

Critical Questions

Defining the Standards

What are physical education standards? Standards specify what students should know and be able to do as it relates to a physically active lifestyle. Students can be asked to give evidence of meeting each standard. In the case of physical education, students may be asked to demonstrate skill attainment as well.

Why are physical education standards necessary? Standards serve as goals for physical education instruction and learning. Setting quality standards enable students, parents, educators, and citizens to know what students should have learned at a given point in a student's education career. The absence of standards has consequences similar to lack of goals in any pursuit. With clear goals and outcomes, students and teachers will know exactly what students should be achieving.

Our 21st century society is placing increased importance on standards-based curriculum, instruction, and assessment in all content areas. Clear statements about what students must know and be able to do are essential to ensure that Wisconsin schools offer students the opportunities to acquire the knowledge and skills necessary to develop, maintain, and enhance a physically healthy lifestyle.

Why are state-level academic standards for physical education important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality physical education. At a minimum, this requires clear statements of what all children in the state should know and be able to do, as well as evidence that all students are meeting these physical education expectations.

Why does Wisconsin need its own standards for physical education? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While physical education needs may be similar among states, values differ. Physical education standards should reflect the collective values of the citizens and be tailored to developing, maintaining, and enhancing a physically healthy lifestyle.

Developing the Academic Standards

How were Wisconsin's Physical Education Standards developed? The National Association for Sport and Physical Education (NASPE) developed national physical education standards by a process of consensus building, solicited input, and formal review from the selected leaders of physical education throughout the country. The second edition of these standards was published in 2004 and was adopted by many states. The ten-person standards writing team, chosen by the Department of Public

Instruction, began its deliberations in October 2009 with adoption of the six NASPE standards.

Over the next five months, various components of the standards document were designed to help schools address standards-based curriculum, instruction, and assessment. The next step required electronic public review comment over a two-month period. Based on public comment, the final document was developed.

Who wrote the standards for physical education and what resources were used?

The physical education subject area standards were drafted by a team of leading teachers and professors, curriculum and instruction directors, principals, and parents. This work was done after reviewing national standards in the subject area developed by the National Association for Sport and Physical Education (NASPE) and standards developed by other states.

How was the public involved in the standards development process? The Department of Public Instruction provided an opportunity for public review of the physical education standards document by putting the draft copy online for public review and comment. Ninety-four responses were received from the field over a two-month period and the comments were used to finalize the document.

Using the Academic Standards

How will local districts use the standards for physical education? Adopting these standards is voluntary, not mandatory. Using the standards can lead to developmentally appropriate quality physical education programs. Districts may use this document as a guide for developing grade band level curriculum. Implementation of the standards may require some school districts to change their school and district physical education curriculum. In some cases, this may result in significant changes in instructional methods and materials, local assessments that meet the needs of all learners, and professional development opportunities for the teaching staff and appropriate administrators.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they may 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 the physical education 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.

Relating the Academic Standards to All Students

A unique component of this document is the strategies for the varied learner section. This section provides examples of how to adjust instruction to meet the needs of all

students from students with disabilities to the physically advanced. The organization of these strategies provides age-appropriate progressions for the various skills taught.

Applying the Academic Standards Across the Curriculum

Cross-curricular connections make learning relevant and meaningful to students. Physical education is a critical element in the development of these connections. One of the appendix items provides information and examples for connecting physical education to literacy development.

Literacy is a part of every aspect of life. Research is linking movement to improved brain function. The National Literacy Strategy seeks to raise awareness of the contribution physical education can make to literacy through the teaching of physical skills and activities. This strategy does not suggest using class minutes for “talking” as a substitute for activity, but as a way to integrate and enhance key literacy concepts such as listening, speaking, reading, and writing. Physical educators can integrate and build connections with literacy without compromising the goal of physical education. All educators can support the goal of a fit mind and a fit body for their students and themselves.

Uses of Wisconsin's Physical Education Standards

Wisconsin's Physical Education Standards serves a variety of purposes. Adopting these standards is voluntary, not mandatory. School districts may use these standards as guides for revising grade-by-grade level curricula. Implementing these standards may require some districts to upgrade curricula. This may lead, in turn, to changes in instructional and assessment practices, materials, and professional development opportunities. Districts may use these in educating parents, community members, and agencies about the goals and expected outcomes of physical education programs, which may help build community support for these programs.

The standards provide a road map to lifetime skills. Programs based on these standards provide numerous opportunities for real, performance-based assessments for grading and program evaluation. The revised standards include considerations for students at all levels of ability. The strategies for varied level learners provide educators with ideas for individualized instruction, modifications, and assessments for all ranges of students. Teacher preparation programs may use these in educating prospective teachers regarding common educational goals and focus areas of high quality physical education programs. The revised standards will assist prospective teachers in learning about curriculum, measurement, evaluation, and adaptive physical education methods.

Community agencies and organizations may use this document in designing physical activity and educational programs for their school-age populations.

Section 1

Vertical Alignment of the Standards-Based Learning Continuum

Wisconsin Standards for Physical Education

Grades PK-12

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PK–2 Young children are very active and enjoy learning and develop new ways to move and be active. Students achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations. They demonstrate smooth transitions between sequential locomotor skills. Students show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw). They demonstrate control in traveling, weight-bearing, and balance activities on a variety of body parts.

3–5 Older children develop maturity and versatility in the use of fundamental motor skills for more pleasurable movement experiences. Students achieve mature forms in the basic non-locomotor and manipulative skills for performance outcomes (e.g., hitting targets). They use these skills in dynamic and complex environments (e.g., formal dance to music) and in combination with each other. Students also acquire some specialized skills basic to a movement form (i.e., basketball chest pass, softball fielding with a glove).

6–8 Adolescents are able to participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities. Students achieve mature forms in the basic skills of the more specialized sports, dance, and gymnastics activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other skills. Students demonstrate use of tactics with sport activities.

9–12 High school students possess motor skills and movement patterns allowing them to perform a variety of physical activities and to achieve a degree of success that makes the activities enjoyable. Students demonstrate the ability to perform basic and advanced skills and tactics to participate in at least one activity from each of the following categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self-defense, dance, and gymnastics. They also demonstrate the ability to perform basic skills and tactics to participate in at least five additional activities from at least three of the categories listed above.

Coding System

When using this document in curriculum development, one can use a coding system that specifies the standard, the learning priority, the focus area, and the learning continuum strategies. The coding system is as follows:

- The first number represents the standard that is being addressed (Standards 1-6).
- The second number refers to the grade band being addressed (1 for grades Pk-2, 2 for 3-5, 3 for 6-8, and 4 for 9-12).
- The letter refers to the focus area that is being addressed (A-C are used in the document).
- The final number refers to the learning continuum example listed in the document. For additional strategies use another number or code to designate.

Example: 1:2:A1 refers to standard one, 2 to the 3-5 grade level, and A to first focus area under that grade level. This is the first example on “Jumps vertically and lands using mature form.”

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

1. GRADES PK–2

Learning Priority: Develops, refines, and applies fundamental motor patterns.

A. Uses locomotor skills.

- 1:1:A1 Skips, hops, gallops, slides, etc., using mature form.
- 1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.
- 1:1:A3 Repeats a dance pattern without cues.
- 1:1:A4 Performs tumbling activities, including rolls, jumps, and weight transfer skills.

B. Uses manipulative skills.

- 1:1:B1 Throws a ball underhand using mature form.
- 1:1:B2 Throws a ball overhand.
- 1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).
- 1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.

C. Uses non-locomotor skills.

- 1:1:C1 Balances with a variety of body parts or objects in creative shapes—round, twisted, narrow, symmetrical, and asymmetrical shapes.

2. GRADES 3–5

Learning Priority: Refines, combines, and varies motor skills.

A. Refines skill development.

- 1:2:A1 Jumps vertically and lands using mature form.
- 1:2:A2 Throws overhand with mature form.
- 1:2:A3 Catches a fly ball using mature form.
- 1:2:A4 Strikes an object using feet, hands, or implement to a target. Examples include: volleyball, soccer, baseball, hockey, golf, rackets.
- 1:2:A5 Balances while moving in control through locomotor and non-locomotor skills.
- 1:2:A6 Balances with control on a variety of objects.

B. Refines skill application.

- 1:2:B1 Performs a combination of movement, sport, or leisure skills. Examples include:
 - dribble, pass, receive, shoot
 - juggling
 - rhythm patterns
 - jump rope front cross
- 1:2:B2 Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence.
- 1:2:B3 Throws a ball overhand and hits a moving target.

3. GRADES 6–8

Learning Priority: Demonstrates basic and specialized skills, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.

A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.

- 1:3:A1 Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through).
- 1:3:A2 Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).
- 1:3:A3 Demonstrates correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction.
- 1:3:A4 Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow.
- 1:3:A5 Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading.
- 1:3:A6 Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).
- 1:3:A7 Demonstrates use of technology (e.g., compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing.

B. Applies skill application to successful use of skills and sports tactics.

- 1:3:B1 Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc.).
- 1:3:B2 Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).
- 1:3:B3 Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).
- 1:3:B4 Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.

4. GRADES 9–12

Learning Priority: Demonstrates increasingly mature forms as they relate to complex motor skills.

A. Demonstrates skill development.

- 1:4:A1 Demonstrates proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf.
- 1:4:A2 Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes.
- 1:4:A3 Demonstrates mature form while striking objects in a variety of racquet sports.
- 1:4:A4 Operates a bike, kayak, or canoe safely and skillfully in a natural environment.
- 1:4:A5 Demonstrates proficiency in two movement forms in individual and lifetime activities.
- 1:4:A6 Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.
- 1:4:A7 Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills.
- 1:4:A8 Acquires skills to participate in a lifetime activity outside of school.
- 1:4:A9 Demonstrates proficient skills to participate in advanced play of some activities.

Learning Priority: Demonstrates increasingly complex physical skills to impact success in various physical activities.

B. Demonstrates advanced skill application.

- 1:4:B1 Passes and catches a variety of objects with a partner while stationary and moving.
- 1:4:B2 Executes a variety of shots while participating in racquet sports.
- 1:4:B3 Manipulates a ball at moderate to fast speeds, while maintaining control of the ball in drills and game play.
- 1:4:B4 Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports.
- 1:4:B5 Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.
- 1:4:B6 Supports teammates by movement and spacing in invasion, net, and field games.
- 1:4:B7 Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PK–2 Young children are rapidly maturing in their basic cognitive abilities. They learn and apply concepts such as actions, planes, and personal/general space. They identify and perform concepts of effort and relationships that vary the quality of movement. Students identify elements of correct form for fundamental skills and use them in performance. They use feedback to improve motor performance.

3–5 Older children are able to comprehend more complex concepts and principles and apply them in structured settings. They use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. They also use their knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others. As they learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

6–8 Adolescents exhibit an increasingly complex discipline-specific knowledge. They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills, and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play. They use information from a variety of sources, both internal and external, to guide and improve performance.

9–12 High school students demonstrate knowledge and understanding necessary to develop scientifically-based personal activity plans that include selected sports and activities. They use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills. Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn, self-assess, and improve movement skills independently. They also can recognize elite-level performance.

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

1. GRADES PK–2

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. Demonstrates cognitive understanding.

- 2:1:A1 Identifies correctly body planes and various body parts.
- 2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.
- 2:1:A3 States that best effort is shown by trying new or hard tasks.
- 2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each.
- 2:1:A5 Corrects movement errors in response to corrective feedback.
- 2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.
- 2:1:A7 Explains that appropriate practice improves performance.
- 2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

2. GRADES 3–5

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. Demonstrates cognitive understanding.

- 2:2:A1 Explains that warm-up prepares the body for physical activity.
- 2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.
- 2:2:A3 Identifies and demonstrates key elements of skill being taught.
- 2:2:A4 Explains the necessity of transferring weight in skills.
- 2:2:A5 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

Learning Priority: Develops the ability to transfer complex motor skills they have learned into new skills/games.

B. Utilizes skill application.

- 2:2:B1 Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student.
- 2:2:B2 Corrects movement errors in response to corrective feedback given by teacher or peer.
- 2:2:B3 Designs a new game incorporating at least two motor skills and rules.
- 2:2:B4 Explains how appropriate practice improves performance.

3. GRADES 6–8

Learning Priority: Applies cognitive understanding to improve motor skill development and performance.

A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.

- 2:3:A1 Selects appropriate practice procedures to learn and master skills and movement patterns.

- 2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.
- 2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.
- 2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).
- 2:3:A5 Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.
- 2:3:A6 Explains force application and how it affects flight path of object.
- 2:3:A7 Devises and performs a skill after explaining the significance of a biomechanical principle that enhances performance.

B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.

- 2:3:B1 Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).
- 2:3:B2 Explains at least two game tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.).
- 2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.
- 2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.

4. GRADES 9–12

Learning Priority: Demonstrates cognitive understanding to develop personal activity plans.

A. Demonstrates cognitive understanding.

- 2:4:A1 Develops an appropriate conditioning program for a sport or lifetime fitness activity.
- 2:4:A2 Plans a summer or afterschool personal conditioning program.
- 2:4:A3 Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.
- 2:4:A4 Identifies the differences and benefits of both functional fitness training and traditional weight training.

Learning Priority: Demonstrates the scientific principles as they relate to various physical activities.

B. Applies and analyzes scientific principles of physical activity.

- 2:4:B1 Identifies biomechanical principles related to striking, throwing, catching, and kicking skills.
- 2:4:B2 Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.
- 2:4:B3 Recognizes advanced skill performance in others.
- 2:4:B4 Describes the impact of new skills and tactics.
- 2:4:B5 Explains appropriate tactical decisions in a competitive activity.
- 2:4:B6 Self-assesses performance and makes appropriate corrections.
- 2:4:B7 Applies preexisting skills and knowledge to the acquisition of new skills.
- 2:4:B8 Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy)
- 2:4:B8 Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.

PK-12 Standard 3: Participates regularly in physical activity.

PK–2 Young children participate in physical activities largely because of the pleasure they experience. They engage primarily in non-structured physical activities on an intermittent basis outside of physical education class and have fun while doing so. They participate in a wide variety of gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students knowingly select and participate in activities during their leisure time that are moderate to vigorous in nature and that they find enjoyable. They recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body and voluntarily choose to engage in activities that contribute to improved health. Students begin to use skills and knowledge acquired in physical education class during their leisure-time physical activity.

3–5 Older children develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they derive. They voluntarily participate in moderate to vigorous physical activity for longer periods of time outside of physical education class. Students are able to identify and make use of opportunities at school and within the community for regular participation in physical activity. They begin to recognize and use critical elements and movement concepts to sustain their own participation in activities they enjoy. They are capable of using information from a variety of sources (internal and external) to regulate their activity participation.

6–8 Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and use practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and nonschool settings.

9–12 High school students fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle. They willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals. Students at this age make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation. They can independently apply appropriate training principles to their own physical activity and can use pertinent scientific principles to enhance their participation in a specific activity or sport. In addition, students demonstrate an understanding of how and why adult patterns of physical activity participation change throughout life and are capable of implementing meaningful strategies to deal with those changes.

PK-12 Standard 3: Participates regularly in physical activity.

1. GRADES PK–2

Learning Priority: Engages in many types of physical activities.

A. Chooses to be physically active.

- 3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis.
- 3:1:A2 Participates in a variety of physical activities outside of school, with and without objects.
- 3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.

2. GRADES 3–5

Learning Priority: Regularly participates in activities that provide enjoyment and health benefits.

A. Chooses to be physically active.

- 3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.
- 3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
- 3:2:A3 Chooses to participate in structured and purposeful activity.
- 3:2:A4 Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.
- 3:2:A5 Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program.

B. Sets goals for a physically active lifestyle.

- 3:2:B1 Identifies one personal movement goal for use outside of physical education class.
- 3:2:B2 Identifies two personal fitness goals to improve personal fitness.

3. GRADES 6–8

Learning Priority: Develops and implements an individual physical activity plan.

A. Plans for physical activity based on personal goals and interests.

- 3:3:A1 Completes a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community.
- 3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.
- 3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.

B. Participates regularly in moderate to vigorous physical activity in and out of school.

- 3:3:B1 Maintains a pedometer log for a minimum of two weekdays and one weekend day.
- 3:3:B2 Maintains a physical activity log documenting progress toward attaining their personal goals.
- 3:3:B3 Documents practice time as specified by their physical education teacher.
- 3:3:B4 Regulates physical activity behavior by using appropriate practice procedures and training principles.

4. GRADES 9–12

Learning Priority: Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle.

A. Chooses to be physically active.

- 3:4:A1 Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
- 3:4:A2 Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.
- 3:4:A3 Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.
- 3:4:A4 Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.
- 3:4:A5 Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.

B. Sets goals for a physically active lifestyle.

- 3:4:B1 Establishes goals by identifying strengths and weaknesses using personal fitness assessments.
- 3:4:B2 Compares health and fitness benefits derived from various physical activities.
- 3:4:B3 Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.
- 3:4:B4 Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

PK–2 Young children engage in a variety of activities that serve to promote health-related physical fitness. They enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness. They participate in physical activity intermittently for short periods of time and will accumulate a relatively high volume of total activity and have fun while doing so. They recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing).

3–5 Older children regularly participate in physical activity for the purpose of improving physical fitness. Students participate in moderate to vigorous physical activity for longer periods of time without tiring. They begin to engage in physical activities specifically related to each component of physical fitness and are capable of monitoring the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly. Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations. With teacher assistance, students interpret the results and understand the significance of information provided by formal measures of physical fitness. Students at this level will be introduced to the components of health-related fitness (aerobic capacity, muscular strength and endurance, flexibility, and body composition).

6–8 Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including aerobic capacity, muscular strength and endurance, flexibility, and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., threshold, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

9–12 Young adults assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors. They demonstrate responsibility for their own health-related fitness status by participating in appropriate physical activities on a regular basis. They engage in activities in a variety of settings (e.g., school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness. They are largely independent in assessing their personal fitness status, and they can interpret information from fitness tests and use this information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

1. GRADES PK–2

Learning Priority: Develops knowledge, skills, and attitudes toward achieving physical fitness.

A. Chooses to be physically active.

- 4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.
- 4:1:A2 Engages in a series of physical activities without tiring easily.
- 4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

B. Manages healthy physical activity.

- 4:1:B1 Begins to identify muscle groups used in activities.
- 4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.
- 4:1:B3 Recognizes that health-related physical fitness consists of several different components.

2. GRADES 3–5

Learning Priority: Develops healthy habits that address the various components of physical fitness.

A. Understands health benefits of being physically active.

- 4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.
- 4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.
- 4:2:A3 Identifies at least one muscle for each physical fitness test (such as FitnessGram) used.
- 4:2:A4 Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.

B. Manages healthy physical activity.

- 4:2:B1 Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
- 4:2:B2 Meets the age- and gender-specific health-related fitness standards.
- 4:2:B3 Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests.

3. GRADES 6–8

Learning Priority: Acquires and applies knowledge of the fitness components for overall fitness.

A. Acquires and applies fitness knowledge.

- 4:3:A1 Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.
- 4:3:A2 Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise).

- 4:3:A3 Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility).
- 4:3:A4 Performs physical fitness test with correct form and/or technique.
- 4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.
- 4:3:A6 Develops, with teacher assistance, an individual plan for improving fitness levels.
- 4:3:A7 States the differences between moderate and vigorous physical activity as it relates to perceived exertion.
- 4:3:A8 Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).
- 4:3:A9 Demonstrates knowledge of all major muscle groups.

B. Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility.

- 4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.
- 4:3:B2 Documents individual physical activity in relation to all the health-related components of fitness.
- 4:3:B3 Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity.
- 4:3:B4 Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
- 4:3:B5 Completes a total body resistance training workout with safe lifting procedures (e.g., large muscles first, proper form and balance, correct amount of resistance, rest day, etc.).
- 4:3:B6 Completes a total body stretching routine with safe stretching techniques.

4. GRADES 9–12

Learning Priority: Practices healthy behaviors that maintain or improve physical fitness.

A. Assesses and manages personal health behaviors.

- 4:4:A1 Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.
- 4:4:A2 Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
- 4:4:A3 Achieves personal fitness goals after a period of training.
- 4:4:A4 Demonstrates the ability to monitor and adjust a personal fitness program to meet needs and goals.
- 4:4:A5 Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).
- 4:4:A6 Meets the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram).
- 4:4:A7 Identifies a variety of activities and how often they should be done to improve all health-related fitness components.
- 4:4:A8 Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group.
- 4:4:A9 Participates in fitness activities based on resources available in the local community.
- 4:4:A10 Self-assesses heart rate before, during, and after various physical activities.
- 4:4:A11 Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

PK–2 Young children discover the joy of playing with friends and experience how social interaction can make activities more fun. They know safe practices and physical education class rules and procedures, and they are able to apply them with little or no reinforcement. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity. By improving motor skills, children have gained a basis and appreciation for working with others in cooperative movement, sharing, working together to solve a problem, and/or tackling a challenge.

3–5 Older children are active participants and learn to work independently and with small groups, enjoying the diversity of those around them. Students identify purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation and communication skills to facilitate completion of a common goal while working with a partner and/or small diverse groups. Older children work independently and productively for short as well as progressively longer periods of time. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

6–8 Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

9–12 Young adults demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity in a culturally-diverse society. They make enlightened personal choices for engaging in physical activity over their life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture. They develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

1. GRADES PK–2

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Incorporates safe practices and adherence to rules and procedures.

- 5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.
- 5:1:A2 Follows directions given to the class for an all-class activity.
- 5:1:A3 Uses safety procedures.
- 5:1:A4 Reports the results of work honestly.
- 5:1:A5 Enjoys participating alone while exploring movement tasks.
- 5:1:A6 Follows rules, procedures, and etiquette in class.
- 5:1:A7 Works independently, productively, and demonstrates a willingness to challenge self.

B. Demonstrates teamwork, ethics, and positive social interaction.

- 5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.
- 5:1:B2 Participates in a variety of cooperative activities.
- 5:1:B3 Works in a diverse group setting without interfering with others.
- 5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).
- 5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.
- 5:1:B6 Regularly encourages others and refrains from negative statements.

2. GRADES 3–5

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Demonstrates safe practices and adherence to rules and procedures.

- 5:2:A1 Accepts the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others.
- 5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.
- 5:2:A3 Demonstrates safe control of body and equipment.
- 5:2:A4 Follows class, activity, or game rules respectfully.

B. Demonstrates a commitment to teamwork, ethics, and positive social interaction.

- 5:2:B1 Cooperates with all class members by taking turns and sharing equipment.
- 5:2:B2 Participates in a variety of team building activities.
- 5:2:B3 Works productively with a partner to improve performance.
- 5:2:B4 Recognizes and appreciates similar and different activity choices of peers.
- 5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.
- 5:2:B6 Shows respect for the views of a peer during class discussion.
- 5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.
- 5:2:B8 Regularly encourages others and refrains from negative statements.

3. GRADES 6–8

Learning Priority: Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Develops personal responsibility.

- 5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.
- 5:3:A2 Identifies the importance of following class and procedures.
- 5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.).
- 5:3:A4 Follows and listens to all directions and asks for help when needed.
- 5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.
- 5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).
- 5:3:A7 Identifies and practices ethical behavior.

B. Develops social responsibility.

- 5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.
- 5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.
- 5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).
- 5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).
- 5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity etc.) in adventure and team building activities.
- 5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.

4. GRADES 9–12

Learning Priority: Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Contributes to establishing a positive physical activity learning environment.

- 5:4:A1 Solves conflicts agreeable to both parties.
- 5:4:A2 Adjusts participation level and personal behavior to make activities inclusive for everyone.
- 5:4:A3 Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.
- 5:4:A4 Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.
- 5:4:A5 Demonstrates consistent decisions to ensure the safety of self and others.
- 5:4:A6 Exhibits respectful and mature behavior to contribute to a positive learning environment.
- 5:4:A7 Identifies positive and negative peer influences.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

K–2 Young children are the most active segment of our population. They are physically active because they enjoy merely participating. Students like the challenge of experiencing new movements and learning new skills. They feel joy as they gain competence in them. They begin to function as members of a group and to work cooperatively for brief periods of time.

3–5 Older children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of different and similar skill levels.

6–8 Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet from competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.

9–12 High school students are more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving. They enjoy the challenge of working hard to better their skills, and they feel satisfaction when they are successful in improving, especially while pursuing personal goals. They enjoy regular participation in selected activities, either alone or with friends. They can explain why participation in these activities is enjoyable and desirable.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

1. GRADES PK–2

Learning Priority: Participates in new movements and skills for enjoyment.

A. Engages in physical activity.

- 6:1:A1 Shares verbal and nonverbal indicators of enjoyment.
- 6:1:A2 Attempts new movements and skills willingly.
- 6:1:A3 Participates even when not successful.
- 6:1:A4 Identifies several activities that are enjoyable.
- 6:1:A5 Expresses personal feelings on progress made while learning a new skill.

2. GRADES 3–5

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Applies intrinsic values to physical activity.

- 6:2:A1 Identifies positive feelings associated with participation in physical activities.
- 6:2:A2 Selects and practices a skill on which improvement is needed.
- 6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.
- 6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.
- 6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.

B. Demonstrates positive social interaction as a benefit of physical activity.

- 6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits.
- 6:2:B2 Interacts with others by helping with their physical activity challenges.
- 6:2:B3 Chooses to participate in group physical activities.

3. GRADES 6–8

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Values the benefits of physical activity physically, mentally, emotionally, and socially.

- 6:3:A1 Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components.
- 6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.
- 6:3:A3 Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.
- 6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.
- 6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently.
- 6:3:A6 Seeks personally-challenging experiences in physical activity settings.
- 6:3:A7 Appreciates the aesthetic and creative aspects of skilled performance.
- 6:3:A8 Describes the ways to use body and movement to communicate ideas and feelings in creative dance.

- 6:3:A9 Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).
- 6:3:A10 Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.
- 6:3:A11 Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.

4. GRADES 9–12

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Values physical activity as part of a healthy lifestyle.

- 6:4:A1 Participates in activity outside of school for self-enjoyment.
- 6:4:A2 Identifies reasons to participate in physical activity in the local community.
- 6:4:A3 Displays a willingness to experiment with new activities and sports of our and other cultures.
- 6:4:A4 Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity.
- 6:4:A5 Describes the correlation that being physically active leads to a higher quality of life.

B. Incorporates opportunities for self-expression and social interaction.

- 6:4:B1 Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.
- 6:4:B2 Recognizes the value of all individuals involved in the activity.
- 6:4:B3 Describes the positive feelings that result from physical activity participation alone and with others.
- 6:4:B4 Participates as a volunteer in promoting physical activity within the school setting and also in the community.

Section 2

Grade Band Alignment of the Standards-Based Learning Continuum

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

1. Grades PK–2

Learning Priority	
Develops, refines, and applies fundamental motor patterns.	
Focus Area	Learning Continuum
A. Uses locomotor skills.	<p>1:1:A1 Skips, hops, gallops, slides, etc., using mature form.</p> <p>1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.</p> <p>1:1:A3 Repeats a dance pattern without cues.</p> <p>1:1:A4 Performs tumbling activities, including rolls, jumps, and weight transfer skills.</p>
B. Uses manipulative skills.	<p>1:1:B1 Throws a ball underhand using mature form.</p> <p>1:1:B2 Throws a ball overhand.</p> <p>1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).</p> <p>1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.</p>
C. Uses non-locomotor skills.	<p>1:1:C1 Balances with a variety of body parts or objects in creative shapes—round, twisted, narrow, symmetrical, and asymmetrical shapes.</p>

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
<p>Performs hops and skips accurately.</p>	<p>Vary the height, speed, and balance requirements</p>	<p>First, stand on one foot. Second, bounce up and down on one foot without leaving the ground. Third, bounce up and down on a mini-trampoline. Fourth, hop while holding onto a chair. Fifth, step hop while pushing a rolling chair.</p>
<p>Demonstrates proper throwing and catching techniques.</p>	<p>Vary the size and weight of the object being thrown and caught to change the speed and flight pattern.</p>	<p>First, use a balloon. Second, use a beach ball. Third, use a success ball. Fourth, use a tennis ball.</p>
<p>Demonstrates proper jump roping technique.</p>	<p>Vary the speed of the rope and the task requirement.</p>	<p>First, jump or roll over a rope or line on the ground. Second, jump or roll over a long rope swinging back and forth on the ground. Third, run or roll through a turned long rope. Fourth, jump through a self-turned half hoop.</p>

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

1. Grades PK–2

Learning Priority	
Demonstrates a cognitive understanding of a skill so as to improve performance.	
Focus Area	Learning Continuum
A. Demonstrates cognitive understanding.	<p>2:1:A1 Identifies correctly body planes and various body parts.</p> <p>2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.</p> <p>2:1:A3 States that best effort is shown by trying new or hard tasks.</p> <p>2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each.</p> <p>2:1:A5 Corrects movement errors in response to corrective feedback.</p> <p>2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.</p> <p>2:1:A7 Explains that appropriate practice improves performance.</p> <p>2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.</p>

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Identifies correct body planes and various body parts.	Vary the methods of communication of understanding.	<p>First, match a picture of the body part to the actual body part.</p> <p>Second, select a picture of a body part when given the cue word.</p> <p>Third, match a picture of a body part on a model or peer.</p> <p>Fourth, touch the body part identified when given a cue.</p>
States the short-term effects of physical activity on the body.	Vary the methods of communication of understanding.	<p>First, place hand on heart to feel the difference in speed in different physical activities.</p> <p>Second, circle a picture of the body sweating and heart beating fast when given four choices of “what is your body doing” after a physical activity.</p>

PK-12 Standard 3: Participates regularly in physical activity.

1. Grades PK–2

Learning Priority	
Engages in many types of physical activities.	
Focus Area	Learning Continuum
A. Chooses to be physically active.	<p>3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis.</p> <p>3:1:A2 Participates in a variety of physical activities outside of school with and without objects.</p> <p>3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.</p>

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Participates in physical activities at home or in the community.	Vary the reporting method of participation.	<p>First, pick two favorite activities to participate in at home and have caregivers give a smiley face or check once completed.</p> <p>Second, increase the number of activities chosen.</p> <p>Third, choose a school friend to participate in an activity together and turn in a drawing of the activity completed.</p>

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

1. Grades PK–2

Learning Priority	
Develops knowledge, skills, and attitudes toward achieving physical fitness.	
Focus Area	Learning Continuum
A. Chooses to be physically active.	<p>4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.</p> <p>4:1:A2 Engages in a series of physical activities without tiring easily.</p> <p>4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.</p>
B. Manages healthy physical activity.	<p>4:1:B1 Begins to identify muscle groups used in activities.</p> <p>4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.</p> <p>4:1:B3 Recognizes that health-related physical fitness consists of several different components.</p>

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Sustains activity for longer periods of time in physical education.	Steadily increase the time on task.	<p>First, track number of steps in class with a pedometer.</p> <p>Second, set a goal for an increased number of steps and provide an extrinsic reward (sticker, checkmark) each time the goal is met.</p> <p>Third, gradually decrease the extrinsic rewards.</p>
Recognizes the components of physical fitness.	Vary the instructional method.	<p>First, use repetition to identify cardiovascular, muscular strength and endurance, and flexibility exercises.</p> <p>Second, use reflective questioning and picture cards to have students point to the type of activity.</p> <p>Third, have students circle a picture of the type of activity they participated in.</p>

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

1. Grades PK–2

Learning Priority	
Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.	
Focus Area	Learning Continuum
A. Incorporates safe practices and adherence to rules and procedures.	<p>5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.</p> <p>5:1:A2 Follows directions given to the class for an all-class activity.</p> <p>5:1:A3 Uses safety procedures.</p> <p>5:1:A4 Reports the results of work honestly.</p> <p>5:1:A5 Enjoys participating alone while exploring movement tasks.</p> <p>5:1:A6 Follows rules, procedures, and etiquette in class.</p> <p>5:1:A7 Works independently, productively, and demonstrates a willingness to challenge self.</p>
B. Demonstrates teamwork, ethics, and positive social interaction.	<p>5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.</p> <p>5:1:B2 Participates in a variety of cooperative activities.</p> <p>5:1:B3 Works in a diverse group setting without interfering with others.</p> <p>5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).</p> <p>5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.</p> <p>5:1:B6 Regularly encourages others and refrains from negative statements.</p>

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
Works independently.	Vary the type of reward provided for independent participation.	<p>First, have students count down repetitions of a skill by dropping a popsicle stick into a cone for each repetition completed (one stick for each lap).</p> <p>Second, have students count out loud the repetitions to a peer.</p> <p>Third, increase the expected number of repetitions based on independence level.</p>
Participates in cooperative activities.	Vary the amount and type of interaction.	<p>First, complete partner activities, emphasizing eye contact and encouragement.</p> <p>Second, complete small group activities, verbally rewarding eye contact, encouraging words, and cooperation.</p> <p>Third, challenge large groups with a common task, allowing the group to decide modifications needed for struggling group members.</p>

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

1. Grades PK–2

Learning Priority	
Participates in new movements and skills for enjoyment.	
Focus Area	Learning Continuum
A. Engages in physical activity.	6:1:A1 Shares verbal and nonverbal indicators of enjoyment. 6:1:A2 Attempts new movements and skills willingly. 6:1:A3 Participates even when not successful. 6:1:A4 Identifies several activities that are enjoyable. 6:1:A5 Expresses personal feelings on progress made while learning a new skill.

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Attempts new movements willingly.	Vary the method of communication.	First, along with the students, develop a list of their favorite activities. Second, develop a “first/then” card combining pictures of new activities (first) and favorite activities (then = reward activities). Third, add new activities and reduce reward activities. Fourth, gradually remove use of the card.
Expresses personal feelings.	Vary the method of communication.	First, have students point to a picture of the skills they like. Second, have students circle a face on a “face chart” depicting how they felt about the skills (happy face, serious face, frown face). Third, have pictures of the skills on a chart and upon completion of the skill have the student place a red (not good) or blue (good) chip over the skill, based on their feeling of their participation in the skill.

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

2. Grades 3–5

Learning Priority	
Refines, combines, and varies motor skills.	
Focus Area	Learning Continuum
A. Refines skill development.	<p>1:2:A1 Jumps vertically and lands using mature form.</p> <p>1:2:A2 Throws overhand with mature form.</p> <p>1:2:A3 Catches a fly ball using mature form.</p> <p>1:2:A4 Strikes an object using feet, hands, or implement to a target. Examples include: volleyball, soccer, baseball, hockey, golf, rackets.</p> <p>1:2:A5 Balances while moving in control through locomotor and non-locomotor skills.</p> <p>1:2:A6 Balances with control on a variety of objects.</p>
B. Refines skill application.	<p>1:2:B1 Performs a combination of movement, sport, or leisure skills. Examples include:</p> <ul style="list-style-type: none"> • dribble, pass, receive, shoot • juggling • rhythm patterns • jump rope front cross <p>1:2:B2 Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence.</p> <p>1:2:B3 Throws a ball overhand and hits a moving target.</p>

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
Strikes an object using hands or a long-handled implement.	Vary the size of object being struck, location of objects, and what is being used to do the striking.	<p>First, strike an exercise ball with hands or a plastic bat.</p> <p>Second, strike floating bubbles.</p> <p>Third, strike a ball off an upside down cup on a tray or table.</p> <p>Fourth, strike a foam ball off of a tee using a long-handled implement.</p> <p>Fifth, strike a suspended beach ball.</p> <p>Sixth, strike a balloon with a paddle.</p>
Demonstrates proper throwing and catching skills.	Vary the size and weight of the object being thrown and caught to change the speed and flight pattern and the distance thrown to or from.	<p>First, use a balloon or beach ball.</p> <p>Second, use a success ball.</p> <p>Third, use a foam ball.</p> <p>Fourth, use a bean bag.</p>
Jumps vertically and lands using mature form.	Vary the height jumped and level of assistance.	<p>First, bounce on a therapy ball.</p> <p>Second, jump on small trampoline with and without hands held.</p> <p>Third, jump off of an aerobic step, at one level, onto a mat.</p>

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

2. Grades 3–5

Learning Priority	
Develops a cognitive understanding of a skill so as to improve performance.	
Focus Area	Learning Continuum
A. Demonstrates cognitive understanding.	2:2:A1 Explains that warm-up prepares the body for physical activity.
	2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.
	2:2:A3 Identifies and demonstrates key elements of skill being taught.
	2:2:A4 Explains the necessity of transferring weight in skills.
	2:2:A5 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

Learning Priority	
Develops the ability to transfer complex motor skills they have learned into new skills/games.	
Focus Area	Learning Continuum
Utilizes skill application.	Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student.
	Corrects movement errors in response to corrective feedback given by teacher or peer.
	Designs a new game incorporating at least two motor skills and rules.
	Explains how appropriate practice improves performance.

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Locates heart rate and describe how it is used to monitor exercise intensity.	Vary when heart rates are to be taken, and switch the spot that it should be checked.	<p>First, be able to locate heart beat.</p> <p>Second, recognize when a heart is beating fast or slow.</p> <p>Third, explain activities that make a heart beat faster, and how to slow it down after exercise.</p> <p>Fourth, match a picture of a fast or slow heart beat to pictures of high and low intensity activities.</p>
Explains how warm-up and appropriate practice improves performance in physical activity.	Vary the method of feedback and reflection of performance.	<p>First, always include warm-up on the activity schedule for the day.</p> <p>Second, set incremental goals for participation level in the warm-up and practice time.</p> <p>Third, have peers give verbal cues and feedback during practice time based on a skill rubric.</p> <p>Fourth, have students rate themselves on skill performance prior to and after practice time, on a scale of 1 to 5.</p>
Shows knowledge of skills, and provides positive constructive feedback for classmates to improve their skills.	Vary assessments and groupings of students.	<p>First, use short verbal cues for each skill and have students say them out loud.</p> <p>Second, have peers take video clips of each other performing skills and replay the performance for them, identifying areas for improvement.</p> <p>Third, have students watch video clips of skills and score the performance on a rubric.</p> <p>Fourth, provide peer assessments for students to compete with each other.</p>

PK-12 Standard 3: Participates regularly in physical activity.

2. Grades 3–5

Learning Priority	
Regularly participates in activities that provide enjoyment and health benefits.	
Focus Area	Learning Continuum
A. Chooses to be physically active.	<p>3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.</p> <p>3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.</p> <p>3:2:A3 Chooses to participate in structured and purposeful activity.</p> <p>3:2:A4 Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.</p> <p>3:2:A5 Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program such as Movin' & Munchin' Schools, Log It, Fuel Up, and Play.</p>
B. Sets goals for a physically active lifestyle.	<p>3:2:B1 Identifies one personal movement goal for use outside of physical education class.</p> <p>3:2:B2 Identifies two personal fitness goals to improve personal fitness.</p>

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
Chooses to participate in moderate to vigorous physical activity outside of physical education class that is structured and purposeful.	Vary type of reinforcement for participation outside of school.	<p>First, students explain individual physical activity interests through pictures, reports, or digital movies.</p> <p>Second, provide students with activity ideas in the community that offer these activities.</p> <p>Third, provide a reward program for verified extracurricular physical activity.</p> <p>Fourth, conduct a Share Day where all students can share the physical activities they do after school.</p>
Monitors his or her physical activity level outside of school, by using a daily log and pedometer if available.	Vary methods of logging activity.	<p>First, provide a daily log book to record the activity performed, and the amount of steps achieved.</p> <p>Second, collaborate with media services or classroom teacher for online logging of weekly class steps.</p> <p>Third, encourage students to record their steps outside of school using a log book or online resources.</p>
Creates one personal movement goal to be active outside of physical education class, and two personal fitness goals to improve overall fitness.	Vary the frequency, intensity, time, and/or type of activity goals.	<p>First, provide a baseline day where students can establish their current fitness level to help develop appropriate goals.</p> <p>Second, administer a leisure interest survey to determine activities which interest the students.</p> <p>Third, provide feedback to students on their established goals.</p> <p>Fourth, have students report on goal progress through journals, pictures, digital videos, or caregiver log sheets.</p>

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

2. Grades 3–5

Learning Priority	
Develops healthy habits that address the various components of physical fitness.	
Focus Area	Learning Continuum
A. Understands health benefits of being physically active.	<p>4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.</p> <p>4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.</p> <p>4:2:A3 Identifies at least one muscle for each evidence-based test used.</p> <p>4:2:A4 Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.</p>
B. Manages healthy physical activity.	<p>4:2:B1 Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.</p> <p>4:2:B2 Meets the age- and gender-specific health-related fitness standards.</p> <p>4:2:B3 Identifies his or her strengths and weaknesses based upon the results of an appropriate fitness test and sets goals to show improvement.</p>

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
Maintains heart rate, in the target heart rate zone, for a specific length of time.	Vary the length of time, reward system, and individualize the target heart rate zone.	<p>First, provide an external reward for meeting the time identified (sticker, sports drink, free time).</p> <p>Second, provide an external reward intermittently when the time is met.</p> <p>Third, have students describe how they feel when meeting the time and phase out the external reward.</p>
Participates in an evidence-based fitness test and identifies one muscle used in each.	Vary the testing requirements.	<p>First, if unable to complete the evidence-based fitness test, the test should be modified but have comparable tests.</p> <p>Second, have students repeat one muscle name while pointing to and making a sign for that muscle, for each test item.</p> <p>Third, have students point to a muscle when shown the sign and told the name.</p>
Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test.	Utilize Healthy Fitness Zones established for diverse populations.	<p>First, select an evidence-based fitness test (e.g., FitnessGram or Brockport Test of Physical Fitness).</p> <p>Second, set appropriate goals based on recommended Healthy Fitness Zone for each test.</p> <p>Third, set incremental steps appropriate for the student to work toward their goals and establish a progress chart for them to document progress.</p>

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

2. Grades 3–5

Learning Priority	
Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.	
Focus Area	Learning Continuum
A. Demonstrates safe practices and adherence to rules and procedures.	5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
	5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.
	5:2:A3 Demonstrates safe control of body and equipment.
	5:2:A4 Follows class, activity, or game rules respectfully.
B. Demonstrates a commitment to teamwork, ethics, and positive social interaction.	5:2:B1 Cooperates with all class members by taking turns and sharing equipment.
	5:2:B2 Participates in a variety of team building activities.
	5:2:B3 Works productively with a partner to improve performance.
	5:2:B4 Recognizes and appreciates similar and different activity choices of peers.
	5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.
	5:2:B5 Shows respect for the views of a peer during class discussion.
	5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.
	5:2:B8 Regularly encourages others and refrains from negative statements.

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Accepts teacher's decisions regarding rules.	Integrate self-regulation strategies and vary reward methods.	<p>First, establish a visual cue to help students understand if their behavior needs regulating (e.g., teacher pulls their own earlobe).</p> <p>Second, agree on a "cool down" spot for students to go for the second cue.</p> <p>Third, try to reduce cues and length of time in the spot and encourage students to self-regulate.</p>
During class discussion, shows respect for peers.	Vary type of reinforcement used for positive interaction.	<p>First, develop a group signal that shows appreciation (e.g., thumbs up, finger wave).</p> <p>Second, use the signal when one student supports a peer.</p> <p>Third, encourage the group to initiate use of the signal when they see encouragement among peers.</p>
Follows respectfully class, activity, or game rules.	Vary reinforcement strategies for positive behavior and be consistent with consequences for disrespect.	<p>If the student has a Behavior Intervention Plan, be sure it is being followed.</p> <p>Second, reinforce respect for rules with extrinsic items (e.g., pick a coupon from the coupon jar—lead an activity, choose an activity, create activity coupons).</p> <p>Gradually phase in intrinsic reinforcement (e.g., How did that make you feel? You must be proud of yourself!) and reduce extrinsic reinforcement.</p>

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

2. Grades 3–5

Learning Priority	
Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.	
Focus Area	Learning Continuum
A. Applies intrinsic values to physical activity.	6:2:A1 Identifies positive feelings associated with participation in physical activities.
	6:2:A2 Selects and practices a skill on which improvement is needed.
	6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.
	6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.
	6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.
B. Demonstrates positive social interaction as a benefit of physical activity.	6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits.
	6:2:B2 Interacts with others by helping with their physical activity challenges.
	6:2:B3 Choose to participate in group physical activities.

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Develops a movement sequence of interest.	Vary the requirements of the sequence (numbers of skills, length of routine, difficulty of skills).	<p>First, create pictures of possible skills of interest to be included in the sequence.</p> <p>Second, create a Velcro™ chart with spots for the appropriate number of skills to be included.</p> <p>Third, allow students to select the skills in the sequence and place them on the chart.</p> <p>Fourth, place one skill at a time on the chart and allow practice on that skill until mastery.</p> <p>Fifth, add one more skill and have students do both skills. Continue until routine is mastered.</p>
Identifies positive feelings that are associated with physical activity.	Vary activity intensity, and discuss all feelings associated with exercise, by providing explanation of benefits.	<p>First, use quick assessments with the class at the end of each activity to help them reflect on their feelings (e.g., thumbs up, in the middle or down; show me one through five fingers how much you liked this activity; circle a picture of how you feel about this activity).</p> <p>Second, use the same methods to help them report how their body and mind feels after an activity. (E.g., Did this make you feel strong? Thumbs up, middle, or down.)</p> <p>Third, have a bulletin board for student drawings of how they feel when they are active.</p>

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

3. Grades 6–8

Learning Priority		
Demonstrates basic and specialized skills, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.		
Focus Area	Learning Continuum	
A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.	1:3:A1	Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through).
	1:3:A2	Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).
	1:3:A3	Demonstrates correct alignment in a target sport (e.g., archery, golf, curling, etc.) to control direction.
	1:3:A4	Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow.
	1:3:A5	Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading.
	1:3:A6	Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).
	1:3:A7	Demonstrates use of technology (compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing.
B. Applies skill application to successful use of skills and sport tactics.	1:3:B1	Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc).
	1:3:B2	Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).
	1:3:B3	Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).
	1:3:B4	Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).	Vary the level of opposition and distance to be dribbled.	<p>First, dribble a ball without obstacles or opponent for a given distance.</p> <p>Second, dribble a ball for a given distance while avoiding stationary obstacles.</p> <p>Third, dribble a ball for a given distance with single opponent.</p> <p>Fourth, dribble a ball preventing an opponent from stealing the ball in game play activities.</p>
Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball).	Vary equipment, net height, and distance to be served.	<p>First, underhand strike using balloons or beach balls.</p> <p>Second, underhand strike ball to varied heights targets on a wall at a given distance.</p> <p>Third, underhand serve a ball over a net at a lowered height from varied distances.</p> <p>Fourth, underhand serve a ball over the net and in bounds during game play activities.</p>
Demonstrates use of technology (compass and GPS) in outdoor pursuits.	Vary level of prompting, environment, and equipment.	<p>First, develop a string course to help students connect maps to compasses and directions. Use clear control markers.</p> <p>Second, help students connect red and North (as in a compass), by marking the north end of the gym and school with red polydots.</p> <p>Third, develop a white course for students to follow with peers. Use the same control markers as used for the string course.</p> <p>Fourth, have peers develop their own string or white course.</p>

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

3. Grades 6–8

Learning Priority	
Applies cognitive understanding to improve motor skill development and performance.	
Focus Area	Learning Continuum
A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.	2:3:A1 Selects appropriate practice procedures to learn and master skills and movement patterns.
	2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.), and how they improve fitness and performance.
	2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.
	2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).
	2:3:A5 Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.
	2:3:A6 Explains force application and how it affects flight path of object.
	2:3:A7 Devises and performs a skill after explaining the significance of a biomechanical principle that enhances performance.
B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.	2:3:B1 Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).
	2:3:B2 Explains at least two game tactics involved in invasions sports (e.g., soccer, basketball, handball, etc.).
	2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.
	2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
<p>Describes body positions of skills and how they impact movement.</p>	<p>Vary prompting level and communication method.</p>	<p>First, have students repeat cue words for the components of a skill (e.g., make a T, make an L, step, throw).</p> <p>Second, use reflective questioning to have students correct movement. (E.g., Since the ball did not reach the target, what do you need to do differently with your body?)</p> <p>Third, have students provide skill feedback to peers based on a checklist, video clips, or memory.</p>
<p>Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.), and how they improve fitness and performance.</p>	<p>Vary the type of reflective questioning used.</p>	<p>First, teach the concept that to improve in fitness we must work at it over time.</p> <p>Second, develop key words for each principle (overload = do more; specificity = do the skill you want to get better at; regularity = do it again and again).</p> <p>Third, use the key words with students while they are applying the concept in an activity.</p> <p>Fourth, ask students to share which concept they are addressing, using the key words, while they are performing the skill.</p>
<p>Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning.</p>	<p>Vary types of prompting used for positioning.</p>	<p>For basketball, first set colored polydots where students should go for defensive positioning. Call out the color to them when it is time for them to play defense.</p> <p>Second, tape a square area for students to go for offensive positioning. Call out "find your square" when transitioning to offense.</p> <p>Third, reduce the verbal cues given for positioning. Then remove the dots and tape.</p>

Standard 3: Participates regularly in physical activity.

3. Grades 6–8

Learning Priority	
Develops and implements an individual physical activity plan.	
Focus Area	Learning Continuum
A. Plans for physical activity based on personal goals and interests.	3:3:A1 Completes a survey to determine personal interests and increases awareness of broad range of opportunities existing within the community (e.g., Fit for Life).
	3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.
	3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.
B. Participates regularly in moderate to vigorous physical activity in and out of school.	3:3:B1 Maintains a pedometer log for a minimum of two weekdays and one weekend day.
	3:3:B2 Maintains a physical activity log documenting progress toward attaining their personal goals.
	3:3:B3 Documents practice time as specified by their physical education teacher.
	3:3:B4 Regulates physical activity behavior by using appropriate practice procedures and training principles.

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
<p>Sets realistic activity goals of his or her choosing based on interest, community based opportunities, and fitness assessment results.</p>	<p>Vary activities, assessment methods, and environment.</p>	<p>First, assess students using an evidence-based fitness test (e.g., Brockport Test of Physical Fitness and FitnessGram).</p> <p>Second, survey students on community-based interests using a leisure interest survey.</p> <p>Third, assist students in developing goals for participation in the chosen activities.</p> <p>Fourth, once the goals are met have students develop new goals independently.</p>
<p>Maintains a physical activity log documenting progress toward personal goals.</p>	<p>Vary log record keeping prompts and method of recording physical activity.</p>	<p>First, establish a baseline to develop appropriate goals (e.g., average number of steps per class; average number of minutes in the Healthy Fitness Zone per class).</p> <p>Second, develop a chart kept in the gym where students can give themselves a check mark or sticker if they meet the goal established.</p> <p>Third, reduce prompting for recording for students to document independently and outside of class.</p>

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

3. Grades 6–8

Learning Priority

Acquires and applies knowledge of the fitness components for overall fitness.

Focus Area	Learning Continuum
<p>A. Acquires and applies fitness knowledge.</p>	<p>4:3:A1 Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.</p> <p>4:3:A2 Explains the FITT guidelines as they apply to a training program (frequency, intensity, time, and type of exercise).</p> <p>4:3:A3 Defines health-related fitness terminology (physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, and flexibility).</p> <p>4:3:A4 Performs an evidence-based fitness test with correct form and/or technique.</p> <p>4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.</p> <p>4:3:A6 Develops, with teacher assistance, an individual plan for improving fitness levels.</p> <p>4:3:A7 States the differences between moderate and vigorous physical activity as it relates to perceived exertion.</p> <p>4:3:A8 Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).</p> <p>4:3:A9 Demonstrates knowledge of all major muscle groups.</p>
<p>B. Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility.</p>	<p>4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.</p> <p>4:3:B2 Documents individual physical activity in relation to all the health-related components of fitness (e.g., Fitness Activity Pyramid).</p> <p>4:3:B3 Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity.</p> <p>4:3:B4 Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.</p> <p>4:3:B5 Completes a total body resistance training workout with safe lifting procedures (large muscles first, proper form and balance, correct amount of resistance, rest day, etc.).</p> <p>4:3:B6 Completes a total body stretching routine with safe stretching techniques.</p>

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
<p>Performs physical fitness test, formulates meaningful personal fitness goals, and develops a plan for meeting fitness goals.</p>	<p>Individualized assessment, vary assistance in goal creation and fitness plan.</p>	<p>First, assess using an evidence-based fitness test (e.g., FitnessGram or Brockport Test of Physical Fitness).</p> <p>Second, assist students in creating goals to reach their Healthy Fitness Zone in all appropriate components.</p> <p>Third, develop a fitness plan with a progress chart. Use pictures of skills to be completed, if needed.</p> <p>Fourth, reduce level of prompting for documenting progress on the chart.</p>
<p>Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise).</p>	<p>Vary prompting, environment, and record keeping methods.</p>	<p>First, develop key words for each guideline (e.g., frequency = how often; intensity = how hard; time = how long; type = what kind).</p> <p>Second, use the key words with students when assigning daily exercises.</p> <p>Third, use reflective questioning to have students tell you about the guidelines they are meeting in a lesson.</p> <p>Fourth, use a picture chart of activities or weight machines, and have students place pictures of appropriate FITT guidelines beneath each.</p>
<p>Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.</p>	<p>Vary prompts, equipment, and environment.</p>	<p>First, establish students' interests for activities outside of school.</p> <p>Second, develop a log book or physical activity pyramid for students to document activities. Have caregivers and teachers sign off on work.</p> <p>Third, provide external rewards (e.g., choice day, no dress out coupon, stickers) for a specified number of days active.</p> <p>Fourth, reduce the external rewards and reinforce how the activities make students feel.</p>

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

3. Grades 6–8

Learning Priority	
Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.	
Focus Area	Learning Continuum
A. Develops personal responsibility.	<p>5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.</p> <p>5:3:A2 Identifies the importance of following class and procedures.</p> <p>5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (e.g., allergies, asthma, etc.).</p> <p>5:3:A4 Follows and listens to all directions and asks for help when needed.</p> <p>5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.</p> <p>5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).</p> <p>5:3:A7 Identifies and practices ethical behavior.</p>
B. Develops social responsibility.	<p>5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.</p> <p>5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.</p> <p>5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).</p> <p>5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).</p> <p>5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity, etc.) in adventure and team building activities.</p> <p>5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.</p>

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
<p>Uses time wisely and follows classroom procedures when given the opportunity to work on skill or fitness development without close teacher monitoring.</p>	<p>Vary tangible rewards, prompting.</p>	<p>First, create immediate extrinsic rewards system offering tangibles (e.g., choice day, no dress out coupon, stickers) for time spent on task while providing appropriate levels of prompting.</p> <p>Second, lengthen the time needed to be on task and following classroom procedures while adjusting reward system to daily and reducing amount of prompting.</p> <p>Third, adjust rewards program to a weekly points system in which students must follow classroom procedures and remain on task for given time for entire week to receive tangible, while limiting prompting to a minimum.</p> <p>Fourth, adjust rewards for students' choice of activity for following classroom procedures and staying on task for a week without prompting.</p>
<p>Demonstrates positive social interaction while in a physical activity setting.</p>	<p>Vary interactions and incorporate rewards system.</p>	<p>First, promote student social interaction by talking with the class about diversity and specific strategies to help others in class.</p> <p>Second, promote student social interaction through peer activities, identifying skills for positive interaction (e.g., eye contact, encouragement).</p> <p>Third, adjust social setting to include small group activities.</p> <p>Fourth, include students in larger group social activity setting.</p> <p>(Varying levels of reward system may be incorporated throughout progression to increase success rate.)</p>

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

3. Grades 6–8

Learning Priority	
Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.	
Focus Area	Learning Continuum
A. Values the benefits of physical activity physically, mentally, emotionally, and socially.	<p>6:3:A1 Recognizes that regular physical activity improves the student’s fitness level in both skill-related and health-related fitness components.</p> <p>6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.</p> <p>6:3:A3 Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.</p> <p>6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.</p> <p>6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently.</p> <p>6:3:A6 Seeks personally-challenging experiences in physical activity settings.</p> <p>6:3:A7 Appreciates the aesthetic and creative aspects of skilled performance.</p> <p>6:3:A8 Describes the ways to use body and movement to communicate ideas and feelings in creative dance.</p> <p>6:3:A9 Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).</p> <p>6:3:A10 Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.</p> <p>6:3:A11 Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.</p>

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Recognizes the value of physical activity to reduce stress and improve mood.	Vary self assessments, level of assistance.	<p>First, have students pick “thumbs up,” “thumbs middle,” or “thumbs down,” relative to how they felt before and following an activity.</p> <p>Second, have students rate their mood after activity on a one to five scale.</p> <p>Third, have students take pictures of each other’s faces during and after an activity.</p> <p>Fourth, have students create a journal using class photographs and explaining how each activity made them feel.</p>
Seeks personally-challenging activities.	Create an awareness of individual difficulty level.	<p>First, help students develop an awareness of difficulty of activities by utilizing a rating sheet, circling one to five after each activity.</p> <p>Second, have students develop a personally-challenging activity plan with a list of activities they want to participate in for one month.</p> <p>Third, ensure students are selecting activities that fall between three to five on their rating sheet.</p> <p>Fourth, have students self-select activities for the next month, with reduced guiding towards activities falling between three to five.</p>

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

4. Grades 9–12

Learning Priority	
Demonstrates increasingly mature forms as they relate to complex motor skills.	
Focus Area	Learning Continuum
A. Demonstrates skill development.	1:4:A1 Demonstrates proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf.
	1:4:A2 Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes.
	1:4:A3 Demonstrates mature form while striking objects in a variety of racquet sports.
	1:4:A4 Operates a bike, kayak, or canoe safely and skillfully in a natural environment.
	1:4:A5 Demonstrates proficiency in two movement forms in individual and lifetime activities.
	1:4:A6 Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.
	1:4:A7 Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills.
	1:4:A8 Acquires skills to participate in a lifetime activity outside of school.
	1:4:A9 Demonstrates proficient skills to participate in advanced play of some activities.

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
Demonstrates balance and body control.	Vary the level of defense, speed, and size of ball.	<p>First, use a Velcro™ mitt and ball to assist with ball control at faster speeds.</p> <p>Second, have students manipulate the ball around stationary objects at slower speeds.</p> <p>Third, gradually increase the size of the ball, the speed, and the level of challenge as mastery evolves.</p>
Modifies team sports.	Vary the movement on the field and level the game is played on.	<p>For volleyball: First play sit volleyball with a balloon or beach ball.</p> <p>Second, play 2 vs. 2 volleyball with a lower net, smaller court, and volleyball trainer.</p> <p>Third, play volleyball with self-space boxes taped on the floor.</p>

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

4. Grades 9–12

Learning Priority	
Demonstrates increasingly complex physical skills to impact success in various physical activities.	
Focus Area	Learning Continuum
B. Demonstrates advanced skill application.	<p>1:4:B1 Passes and catches a variety of objects with a partner while stationary and moving.</p> <p>1:4:B2 Executes a variety of shots while participating in racquet sports.</p> <p>1:4:B3 Manipulates a ball at moderate to fast speeds, while maintaining control of the ball in drills and game play.</p> <p>1:4:B4 Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports.</p> <p>1:4:B5 Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.</p> <p>1:4:B6 Supports teammates by movement and spacing in invasion, net, and field games.</p> <p>1:4:B7 Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.</p>

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Passing and catching.	Vary the distance and form used.	<p>First, use a catapult for passing or a balloon beach ball for catching.</p> <p>Second, have a partner move back and forth using a cadence (one, two, three, throw). Have students throw and catch on the “throw.”</p> <p>Third, repeat the same procedure but with the partner moving closer and farther away.</p> <p>Fourth, alter the speed and length of the cadence, direction of travel, and size of ball.</p>
Uses a variety of shots in racquet sports.	Vary the type of ball/shuttlecock used and speed and direction of travel.	<p>Overhead shots: strike an object suspended from a hoop or standard, then dropped from a height, then tossed high.</p> <p>Forehand and backhand: strike an object suspended at eye level, then travelling on an even plane, then tossed from varied distances.</p> <p>Lob: strike a suspended object up, then a balloon, then objects dropped and tossed from varied distances.</p>
Finds open space in games.	Vary the level of assistance and cues used.	<p>First, teach the cue word “open” to mean no one else is there.</p> <p>Second, assign peers to serve as shadows who will say the word “open” and point to space to run to.</p> <p>Third, when in small-sided game play, periodically freeze play and ask students to point out the open space.</p> <p>Fourth, provide positive feedback when students seek open space.</p>

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

4. Grades 9–12

Learning Priority Demonstrates cognitive understanding to develop personal activity plans.	
Focus Area	Learning Continuum
A. Demonstrates cognitive understanding.	<p>2:4:A1 Develops an appropriate conditioning program for a sport or lifetime fitness activity.</p> <p>2:4:A2 Plans a summer or afterschool personal conditioning program.</p> <p>2:4:A3 Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.</p> <p>2:4:A4 Identifies the differences and benefits of both functional fitness training and traditional weight training.</p>

Learning Priority Demonstrates the scientific principles as they relate to various physical activities.	
Focus Area	Learning Continuum
B. Applies and analyzes scientific principles of physical activity.	<p>2:4:B1 Identifies biomechanical principles related to striking, throwing, catching, and kicking skills.</p> <p>2:4:B2 Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.</p> <p>2:4:B3 Recognizes advanced skill performance in others.</p> <p>2:4:B4 Describes the impact of new skills and tactics.</p> <p>2:4:B5 Explains appropriate tactical decisions in a competitive activity.</p> <p>2:4:B6 Self-assesses performance and makes appropriate corrections.</p> <p>2:4:B7 Applies preexisting skills and knowledge to the acquisition of new skills.</p> <p>2:4:B8 Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy).</p> <p>2:4:B9 Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.</p>

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Self-assess performance.	Vary the length of time or intensity of exercise.	<p>First, provide students with verbal cues for the components of a skill and have them say them out loud when completing the skill.</p> <p>Second, video tape students or use a peer checklist of skills and have the students identify which parts of the skill are present or missing.</p> <p>Third, use the same strategy but with application of the skill into game play.</p>
Identifies muscle groups and relates them to exercises.	Vary the level of prompting.	<p>First, include pictures and names of the muscles being addressed on weight machines.</p> <p>Second, use reflective questioning to have students report what muscles they are using when completing machines or exercises. Have a picture choice card available for pointing, if necessary.</p> <p>Third, gradually remove the names and pictures and continue to use reflective questioning.</p> <p>Fourth, ask students to complete an exercise or go to a machine which would address a given muscle.</p>
Plans a summer or afterschool conditioning program.	Vary the level of assistance and prompting for plan development.	<p>First, develop a chart in words or pictures of preferred conditioning exercises. Ensure the exercises require minimal equipment and can be completed at home.</p> <p>Second, specify the minimum number of exercises to be included in a program.</p> <p>Third, have students develop a program, a method of recording progress, and implement the program with assistance at school.</p> <p>Fourth, have students record progress during the summer months.</p>

PK-12 Standard 3: Participates regularly in physical activity.

4. Grades 9–12

Learning Priority	
Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle.	
Focus Area	Learning Continuum
A. Chooses to be physically active.	3:4:A1 Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
	3:4:A2 Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.
	3:4:A3 Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.
	3:4:A4 Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs, Tri-Fit, etc.
	3:4:A5 Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.
B. Sets goals for a physically active lifestyle.	3:4:B1 Establishes goals by identifying strengths and weaknesses using personal fitness assessments.
	3:4:B2 Compares health and fitness benefits derived from various physical activities.
	3:4:B3 Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.
	3:4:B4 Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
<p>Sets goals for physically active lifestyle.</p>	<p>Vary assessment methods and levels of support.</p>	<p>First assess students using an evidence-based fitness test (e.g., the Brockport Test of Physical Fitness or the FitnessGram) and a leisure interest survey.</p> <p>Second, help students choose goal areas based on those not falling within the Healthy Fitness Zone and areas of primary interest.</p> <p>Third, establish a baseline of participation in activities identified on the survey.</p> <p>Fourth, have students write goals for fitness and leisure participation within the school setting and help them track progress through a check sheet, log, or sticker chart.</p> <p>Fifth, repeat the process for outside of school activities, reducing prompting and involving students' family members.</p>
<p>Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.</p>	<p>Vary log record keeping prompts and method of recording physical activity.</p>	<p>First, establish a baseline of current minutes of activity.</p> <p>Second, set incremental goals for minutes and develop a calendar chart with daily minutes to be checked off when completed.</p> <p>Third, establish external rewards (choice day, break time, and activity coupons, stickers, sports drinks) for the students if goal minutes are met a minimum number of days per week.</p> <p>Fourth, have students note how they felt when they did and did not meet their goals—one to two words or pictures on their calendar.</p> <p>Fifth, gradually reduce the external rewards while reinforcing the way meeting their goals makes them feel.</p>

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

4. Grades 9–12

Learning Priority	
Practices healthy behaviors that maintain or impact physical fitness.	
Focus Area	Learning Continuum
A. Assesses and manages personal health behaviors.	4:4:A1 Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.
	4:4:A2 Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
	4:4:A3 Achieves personal fitness goals after a period of training.
	4:4:A4 Demonstrates the ability to monitor and adjust a personal fitness program to meet needs and goals.
	4:4:A5 Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).
	4:4:A6 Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test.
	4:4:A7 Identifies a variety of activities and how often they should be done to improve all health-related fitness components.
	4:4:A8 Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group.
	4:4:A9 Participates in fitness activities based on resources available in the local community.
	4:4:A10 Self-assesses heart rate before, during, and after various physical activities.
	4:4:A11 Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
<p>Applies the principles of exercise (FITT guidelines).</p>	<p>Vary prompting, environment, and record keeping methods.</p>	<p>First, develop key words for each guideline (e.g., frequency = how often; intensity = how hard; time = how long; type = what kind).</p> <p>Second, use the key words with students when assigning daily exercises.</p> <p>Third, use reflective questioning to have students tell you about the guidelines they are meeting in a lesson.</p> <p>Fourth, use a picture chart and have students place pictures of numbers, activities, repetitions, and time under the correct guideline.</p> <p>Fifth, give students a fitness program with pictures or words of the exercises and the letters F.I.T.T. Have students write down the Frequency, Intensity, Time, and Type of each exercise.</p>
<p>Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test (e.g., FitnessGram).</p>	<p>Utilize Healthy Fitness Zones established for diverse populations.</p>	<p>First, select modified evidence-based fitness test (e.g., FitnessGram test items or the Brockport Test of Physical Fitness).</p> <p>Second, set appropriate goals based on recommended results for each test.</p> <p>Third, set incremental steps appropriate for the student to work towards their goals and establish a progress chart for them to document progress.</p>

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

4. Grades 9–12

Learning Priority	
Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.	
Focus Area	Learning Continuum
A. Contributes to establishing a positive physical activity learning environment.	<p>5:4:A1 Solves conflicts agreeable to both parties.</p> <p>5:4:A2 Adjusts participation level and personal behavior to make activities inclusive for everyone.</p> <p>5:4:A3 Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.</p> <p>5:4:A4 Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.</p> <p>5:4:A5 Demonstrates consistent decisions to ensure the safety of self and others.</p> <p>5:4:A6 Exhibits respectful and mature behavior to contribute to a positive learning environment.</p> <p>5:4:A7 Identifies positive and negative peer influences.</p>

Strategies for Varied Level Learners

Skill	Individualization Method	Progression
<p>Adjusts participation level and behavior to ensure inclusivity.</p>	<p>Increase knowledge of inclusivity and vary prompting for modifications.</p>	<p>First, assist the class in identifying the diverse needs in the class.</p> <p>Second, have a “modifications day” where students are introduced to ways to modify activities and games.</p> <p>Third, stop an activity when it is evident a modification is needed and ask the class for ideas.</p> <p>Fourth, encourage the class to make modifications when needed and verbally recognize those choosing to do so.</p>
<p>Works with others willingly.</p>	<p>Establish clear expectations and vary reinforcement.</p>	<p>First, develop class cooperation guidelines and establish teamwork reinforcers (choice day, activity, break time coupons, and tangible rewards).</p> <p>Second, consistently use reinforcers when cooperation is observed and use individual, private feedback when it is not.</p> <p>Third, gradually reduce the tangible reinforcers and maintain encouragement.</p>

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

4. Grades 9–12

Learning Priority	
Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.	
Focus Area	Learning Continuum
A. Values physical activity as part of a healthy lifestyle.	<p>6:4:A1 Participates in activity outside of school for self-enjoyment.</p> <p>6:4:A2 Identifies reasons to participate in physical activity in the local community.</p> <p>6:4:A3 Displays a willingness to experiment with new activities and sports of our and other cultures.</p> <p>6:4:A4 Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity.</p> <p>6:4:A5 Describes the correlation that being physically active leads to a higher quality of life.</p>
B. Incorporates opportunities for self-expression and social interaction.	<p>6:4:B1 Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.</p> <p>6:4:B2 Recognizes the value of all individuals involved in the activity.</p> <p>6:4:B3 Describes the positive feelings that result from physical activity participation alone and with others.</p> <p>6:4:B4 Participates as a volunteer in promoting physical activity within the school setting and also in the community.</p>

Strategies for Varied Level Learners		
Skill	Individualization Method	Progression
Identifies positive feelings that are associated with physical activity.	Vary activity intensity, and discuss all feelings associated with exercise, by providing explanation of benefits.	<p>First, use quick assessments with the class at the end of each activity to help them reflect on their feelings (thumbs up, in the middle or down; show me one through five fingers how much you liked this activity; circle a picture of how you feel about this activity).</p> <p>Second, use the same methods to help students report how their body and mind feels after an activity. (E.g., Did this make you feel strong? Thumbs up, middle, or down.)</p> <p>Third, use journals, pictures, or digital movies for students to report how physical activity makes them feel.</p>
Participates as a volunteer to promote physical activity.	Incorporate curricular and extracurricular programming to promote volunteerism.	<p>Options could be extra-credit, independent study, class requirements, or as an elective. Ideas include:</p> <ul style="list-style-type: none"> Older student as a mentor Student as teacher assistant Fitness Friend Award Friends of Fitness Class Always Active Project Stay Strong Project Promotion of a school Fun Run Volunteer for Special Olympics Students with and without disabilities who have graduated can be invited to serve as volunteers within the physical education environment to help promote lifetime physical activity.

Appendices

Glossary of Terms

Age Appropriate—Refers to the characteristics of the skills taught, the activities and materials selected, and the language level employed; each should reflect the chronological age of the student.

Age-appropriate Measures—Refers to physical education curriculum, instruction, and assessment strategies that are appropriate for the chronological age of the student.

Six Facets of Understanding—A system that classifies and clarifies the range of possible intellectual objectives, from the cognitively easy to the difficult; in effect, a classification of degrees of understanding.

- **Explanation**—A person with understanding is able to explain why it is so, not just state the facts. Such understanding emerges as a well-developed and supported theory, an account that makes sense of data, phenomena, ideas, or feelings. Understanding is revealed through performances and products that clearly, thoroughly, and instructively explain how things work, what they imply, where they connect, and why they happened.
- **Interpretation**—To interpret is to find meaning, significance, sense, or value in human experience, data, and texts. It is to tell a good story, provide a powerful metaphor, or sharpen ideas through an editorial.
- **Application**—The ability to apply knowledge and skill in diverse situations provides important evidence of the learner’s understanding.
- **Perspective**—The ability to see other plausible points of view. It also implies that understanding enables a distance from what one knows, and avoidance of getting caught up in the views and passions of the moment.
- **Empathy**—The ability to “walk in another’s shoes,” to escape one’s own emotional reactions to grasp another’s, is central to the most common colloquial use of the term understanding. When we “try to understand” another person, people, or culture, we strive for empathy. It is, thus, not simply affective response; it is not sympathy. It is a *learned* ability to grasp the world (or text) from someone else’s point of view. It is the discipline of using one’s imagination to see and feel as others see and feel, to imagine something different might be possible, even desirable.
- **Self-Knowledge**—The accuracy of self-assessment and awareness of the biases in one’s understanding because of favored styles of reflective questioning, habitual ways of thinking, and unexamined beliefs (Wiggins and McTighe, 2006).

Criterion-Referenced Tests—An assessment that measures a student’s achievement of content standards and objectives rather than comparing a student’s performance to the performances of other similar test takers.

Cues—Assistance, words, or actions provided to a student to increase the likelihood that the student will give the desired response.

Developmentally Appropriate—Taking into account the fact that developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual (NASPE, 2004).

Health-Related Fitness—Health-related fitness can be integrated into regular everyday activities that are often characterized as lifetime activities; people who are generally unwilling to exercise at high intensities should aim for health-related fitness (Pangrazi and Beighle, 2010).

FitnessGram—Test used to measure health-related physical fitness and is the recommended test for the AAHPERD. The focus of the FitnessGram is on teaching students about the importance of activity for good health (Pangrazi and Beighle, 2010).

Fitness Components (Pangrazi and Beighle, 2010)

- **Body composition**—The proportion of body fat to lean body mass; it is an integral part of health-related fitness.
- **Aerobic capacity**—Maximum ability to use oxygen in the body for metabolic purposes.
- **Muscular strength**—The ability of muscles to exert force.
- **Muscular endurance**—The ability to exert force over an extended period; endurance postpones the onset of fatigue so that activity can be performed for lengthy periods.
- **Flexibility**—The range of movement through which a joint or sequence of joints can move.

Focus Area—Actions or behaviors that a physically-educated individual would demonstrate or exhibit.

Functional Fitness—Physiological fitness of an individual. Usually lower than the chronological (actual) age of fit people and vice versa in unfit people (Hoeger and Hoeger, 1994).

Goals—Standards toward which one continually expends effort in an attempt to achieve.

Grade Band—Consists of two or more consecutive grade levels that are grouped together for learning priorities and learning continuums. Wisconsin has chosen four extended grade bands for physical education parallel with the National Association for Sport and Physical Education. These are Grades PK-2, Grades 3-5, Grades 6-8, and Grades 9-12.

Health-Enhancing—Activities promoting all five components of physical fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition.

Health-Related Physical Fitness—A person’s ability to perform physical activity that consists of five components: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition (NASPE, 2004).

Individual Activity Plan—A set of strategies designed to increase a student’s activity level over the course of time. This activity plan could be a daily plan or a plan designed over a greater period of time.

Learning Continuum—Examples of student behavior at each grade band demonstrating progress toward achieving state physical education standards. It can be used to label the articulation of student expectations showing increased sophistication within each of the four grade-band levels.

Learning Priority—Stated broad outcomes indicating the quality of performance at each grade band acceptable to meet state physical education standards.

Movement Patterns—An organized series of related movements (NASPE, 2004).

PACER (Progressive Aerobic Cardiorespiratory Endurance Run)—Aerobic fitness test that can be administered indoors and does not require running to exhaustion; as a cardiovascular fitness measure, the PACER is as accurate as the mile run and produces much less emotional stress for participants (Pangrazi and Beighle, 2010).

Physical Activity—Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure; it is a process-oriented outcome related to behavior and lifestyles (Pangrazi and Beighle, 2010).

Physical Activity Pyramid Guidelines – Visualization of activities you should do from activities done minimally to activities you should do every day in order to develop a physically active lifestyle.

Skill—Practicing, repeating, learning how the body *should* move.

Skill refinement—Teaching how to perform and/or refine skills properly; not synonymous with performance improvement (Pangrazi and Beighle, 2010).

- **Game skills**—Games allow children to apply newly-learned skills in a meaningful way; social objectives include development of interpersonal skills, acceptance of rule parameters, and a better understanding of oneself in a competitive and cooperative situation (Pangrazi and Beighle, 2010).

State Physical Education Standards—Stated expectations specifying what students should know and be able to do (NASPE, 2004).

Success Ball—varied shape, weight, color, tactile, sound, or rebounding ball that will increase success for all learners.

Varied Level Learner—The concept of a varied level learner encompasses acceptance and respect. It means understanding each learner is unique, develops differently, and has different strengths, rather than presuming all of a given age or grade are essentially alike. Teaching varied level learners is understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained with each individual in a safe, positive, and nurturing environment.

Resources

Hoeger, W.W.K. and S.A. Hoeger. 2008. *Fitness and Wellness*. 8th ed. Wadsworth, Inc., Wadsworth, Ohio.

National Association for Sport and Physical Education. 2004. *Moving Into the Future, National Physical Education Standards: A Guide to Content and Assessment*. 2nd ed. Mosby Publishing. St. Louis, MO.

Pangrazi, R. P. and A. Beighle. 2010 *Dynamic Physical Education for Elementary School Children*. 16th ed. Pearson Education, Inc. San Francisco, CA.

Wiggins, G. and J. McTighe. 2006. *Understanding by Design*. 2nd ed. Pearson Education, Inc. San Francisco, CA.

Physical Education and Literacy: Making Connections

Cross-curricular connections can make learning relevant and meaningful to students. Physical education and English/language arts connections can help students develop both literacy and physical competence. Physical educators can integrate and build connections to literacy without compromising the goals of physical education. This approach does not suggest using class minutes for “talking” as a substitute for activity, but rather integrating and enhancing key literacy skills such as listening, speaking, reading, and writing. The following illustrates some strategies. Physical education teachers may consult with English, reading, and languages arts instructors in their schools and districts to develop specific strategies and activities appropriate for their students.

Examples of Strategies to Build Literacy in the Physical Education Classroom

1. Include a list of key vocabulary words in each unit and use these in all written and oral communications with students and encourage students to use these terms in class. Use age-appropriate terms that directly relate to topics taught, such as abdominal, quadriceps, opposition, dynamic, flexibility, body composition, offense, defense, heart rate, carotid artery, mental imagery, challenge, FITT. Extend the use of vocabulary to labels on parts of the classroom, pieces of equipment, and storage areas to help students learn object names, and to be organized and responsible in the physical education classroom. As appropriate, consider labels in both English and other languages. Communications with parents and guardians can be used to reinforce key vocabulary.
2. Value, teach, and praise positive listening skills. Have high expectations and standards for listening. Demonstrate actions and words when needed. Repeat the directions while asking questions students should answer. Evaluate how well the class listened throughout the activity or once an activity has finished.
3. Provide the opportunity to ask, pose, and answer questions in order to seek clarification, extend knowledge and understanding, and to recall previous work. Encourage answers in sentences and use of key vocabulary words in communications with partners or in groups.
4. Provide opportunities for students to speak in class such as explaining directions and rules, teaching a skill to peers, and evaluating themselves, a partner, or a group. Encourage students to contribute verbally to the group with which they are working, using key vocabulary words as appropriate. Teach the idea of “a time for listening, a time for action, and a time for speaking.”
5. Use books in physical education that support movement or fitness concepts. Read children’s books that support movement or teach a basic skill. Provide a list of books from the library that support the areas of physical education, such as

fitness, movement, and skill development, and encourage students to read them. Provide reading assignments or opportunities for extra credit for reading about physical activity.

6. Provide opportunities for students to write in class. This can include creative writing assignments, creating rules and directions to a new game, describing a routine, for example, for dance or tumbling. It may also include written self-evaluation or peer evaluation and written records of use of pedometers, heart rate monitors, or fitness assessment.
7. Encourage literacy through written materials sent home from physical education. These may include newsletters, home fitness projects, family activity ideas, physical activity logs, and educational materials from various sources.

Wisconsin's Physical Education Standards and Appropriate Teaching Practices

Wisconsin's Physical Education Standards identify what students should know and be able to do in physical education. Appropriate teaching practices in physical education include instruction for students of all skill levels. Teachers who use appropriate teaching practices understand that students vary in physical ability and experience.

NASPE (the National Association of Sport and Physical Education) provides three separate publications at the elementary, middle, and high school levels titled: "Appropriate Instructional Practice Guidelines for Physical Education." Also from NASPE is a free side-by-side comparison grid that lists appropriate instructional practices at all three grade levels (elementary, middle, and high school). These comparison grids give side-by-side examples of what are appropriate and inappropriate teaching practices. These are available at <http://www.aahperd.org/naspe/standards/nationalGuidelines/upload/Appropriate-Practices.org>

