

Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

| Concept 1: Fundamental Movement Skills | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Demonstrate locomotor skills with age-appropriate ability | PO 1. Demonstrate locomotor movements within game and modified sport activities | PO 1. Effectively employ age-appropriate fundamental movement skills in order to successfully participate in a variety of modified physical activities | |
| PO 2. Demonstrate a variety of nonlocomotor skills | PO 2. Demonstrate nonlocomotor movements within game and modified sport activities | | |
| PO 3. Perform movement concepts in physical activity. <ul style="list-style-type: none"> • <i>Spatial awareness:</i> personal space, direction, level, pathways, planes, dodging, fleeing, chasing, tagging • <i>Body awareness:</i> shapes, balance, body weight transfer, flight • <i>Qualities of movement:</i> time, speed, force, flow • <i>Relationships:</i> among body parts, objects and people | PO 3. Apply concepts of spatial awareness in physical activities | | |
| PO 4. Demonstrate a variety of manipulative skills | PO 4. Balance and transfer of weight on a variety of objects | | |

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| Concept 1: Fundamental Movement Skills | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| | PO 5. Apply the skills of chasing, fleeing, and evading to avoid others in a game situation | | |
| | PO 6. Perform a variety of manipulative skills at an age-appropriate level | | |

| Concept 2: Rhythmic Movement | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Demonstrate movement skills to a rhythm | PO 1. Perform a sequence of movement skills to a rhythm | PO 1. Design and perform a variety of rhythmic activities that combine refinement of specialized skills | PO 1. Design and perform a variety of rhythmic activities that combine refinement of specialized skills |

| Concept 3: Complex or Specialized Movement Skills | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Demonstrate a variety of developmentally appropriate specialized movement skills | PO 1. Dribble and pass a variety of objects around stationary objects | PO 1. Identify the critical elements of a skill | PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms |

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| Concept 3: Complex or Specialized Movement Skills | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 2. Integrate a skill to the demands of a modified, small-sided game situation | PO 2. Dribble and pass to a moving target or partner (hands and feet) | PO 2. Demonstrate improved skills by applying the critical elements to competent performance | PO 2. When engaged in peer teaching, adequately apply knowledge about skill/s to reinforce or correct one's own performance |
| | PO 3. Apply offensive and defensive strategies in game situations | PO 3. Demonstrate proficiency (basic skills, strategies and rules) in at least three different movement forms | PO 3. Evaluate the critical elements of a skill |
| | PO 4. Evaluate critical elements of a basic movement made by a fellow student and provide feedback to that student | PO 4. Effectively maintain possession of a ball during a modified invasion game | PO 4. Compare and contrast the strengths and weaknesses of highly skilled performances |
| | | PO 5. Effectively uses ball placement to create scoring opportunities during a modified net/court game | PO 5. Apply discipline-specific information to individual performance |
| | | PO 6. Adequately employs off-the-ball movement | PO 6. Demonstrate the biomechanical concepts and principles of a skill/set of skills |
| | | | PO 7. Use coaching information (self, peer, teacher, video) to improve performance |
| | | | PO 8. Design a plan for self-improvement of a specific movement skill |

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

| Concept 1: Movement Concepts | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Identifies correct body planes | PO 1. Describe similarities and differences of a few fundamental skills | PO 1. Correctly identify and correct errors in personal performance when completing a physical skill based on knowledge of results | PO 1. Research and critique highly skilled performers or performances |
| PO 2. Identifies various body parts | PO 2. Describe correct form when performing physical fitness activities | PO 2. Correctly identify and perform similarities in athletic ready positions as used in at least four different sports or specialized physical activities | PO 2. Incorporate the principles of biomechanics and kinesiology to the personal fitness program |
| PO 3. Demonstrate corrections to movement errors in response to instructional feedback | | PO 3. While observing advanced performers in a skill or sport activity, correctly evaluate basic aspects of performance | |
| PO 4. Repeat, perform and explain cue words (critical elements) of a variety of fundamental skills | | | |

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

| Concept 2: Scientific Principles | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Identify the effects that physical activity has on the body | PO 1. List physiological indicators of exercise | PO 1. Monitor and record personal physical activity levels | PO 1. Explain and apply the principles of training |
| PO 2. List and define the components of health-related fitness | PO 2. Identify and explain the importance of the following: warm-up, cool-down, FITT principle | PO 2. Identify & apply warm-up, cool-down, FITT principles in a physical activity program | PO 2. Compare and contrast personal physical activity levels to the national physical activity levels recommended for adolescents |
| PO 3. Demonstrate exercises that can improve each component of health-related fitness | PO 3. Identify examples of moderate and vigorous physical activity | 3. Designs proper warm up and cool down techniques for a variety of physical activities | PO 3. Identify and explain how different physical activities contribute to specific health-related and/or skill-related physical fitness |
| PO 4. Define physical fitness | PO 4. List and define the components of health-related physical fitness | PO 4. Evaluate examples of moderate and vigorous physical activity | PO 4. Demonstrate knowledge of physiological changes that result from physical activity participation i.e., the heart, circulatory, respiratory and other systems as a result of active participation in sport |

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

| Concept 2: Scientific Principles | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 5. Identify warm-up and cool-down activities in relation to physical activities | PO 5. Demonstrate exercises that can improve each component of health-related fitness | PO 5. Analyze results from criterion referenced health-related fitness assessment | PO 5. Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources. The plan will include: write program goals; design a program; follow the program; monitor and adjust program |
| PO 6. Recognize the relationship between physical activity and the activity pyramid | PO 6. Name and locate large muscle groups | PO 6. Develop beginning level plans aimed at developing/maintaining health enhancing behaviors | PO 6. Explain the difference between facts and myths related to physical activity |
| PO 7. Recognize that different types of exercise achieve different types of fitness | PO 7. Demonstrate ability to find heart rate | PO 7. Explain a stress relieving physical activity that is personally effective | PO 7. Identify and describe products that enhance or prohibit the levels of physical activity |
| PO 8. Explains that appropriate practice improves performance | PO 8. Explain how to balance food intake with physical activity | | PO 8. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment |
| PO 9. Identify sun safe practices | PO 9. Explain how practice influences performances | | PO 9. Identify strategies for prevention and/or care of injuries that occur during physical activity |

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

| Concept 2: Scientific Principles | | | |
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| Grade K - 2 | Grade K - 2 | Grade K - 2 | Grade K - 2 |
| | PO 10. Identify a stress relieving physical activity that is personally effective | | |
| | PO 11. Analyze sun safe practices | | |

| Concept 3: Strategies and Tactics | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Move to the open space | PO 1. Explain a strategy for a game play | PO 1. Design appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly | PO 1. Apply and evaluate appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly |
| | PO 2. Identify a tactic that improves game performance | PO 2. Design a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities | PO 2. Create and evaluate a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities |
| | PO 3. Apply a tactic that improves game performance | PO 3. Demonstrate and explain at least two game tactics involved in modified game play | PO 3. Demonstrate and critique at least two game tactics involved in modified game play |
| | | | PO 4. Select examples of tactics used in a game that lead to successful play |

Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.

| Concept 1: Physical Activity in a Physical Education Program | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity (MVPA) for at least 50% of structured physical education classes | PO 1. Engage in instructionally-appropriate moderate to vigorous physical activity for at least 50% of structured physical education classes | PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class | PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class |
| PO 2. Engage in moderate to vigorous physical activity on an intermittent basis in physical education classes | PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes | PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes | PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes |
| | | | PO 3. Participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle as per the Activity Pyramid Guidelines or the 2008 US Physical Activity Guidelines |

| Concept 2: Physical Activity Outside the Physical Education Program | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Participate in a variety of physical activities outside the structured physical education program | PO 1. Participate regularly in physical activity that develops a healthy lifestyle | PO 1. Accumulate 60 minutes (1 hour) or more of a variety of physical activity daily that contribute to aerobic fitness, muscle strengthening, and bone strengthening activities | PO 1. Demonstrate an active lifestyle through documentation of daily activities |

Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.

| Concept 2: Physical Activity Outside the Physical Education Program | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 2. Engage in moderate to vigorous physical activity on an intermittent basis outside physical education classes | PO 2. Participate in a variety of moderate to vigorous games, activities, or dance sequences | PO 2. Demonstrate an active lifestyle through documentation of daily activity | PO 2. Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs |
| PO 3. Accumulate at least 60 minutes of physical activity daily, or on most days | PO 3. Accumulate 60 minutes per day of moderate activity on all or most days of the week | | PO 3. Participate in physical activities that contribute to the attainment of personal goals and the maintenance of lifetime wellness |
| | PO 4. Demonstrate an active lifestyle through documentation of daily activity | | |

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

| Concept 1: Health-Related Fitness | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| In grades K-2, fitness testing is not considered developmentally appropriate and therefore should not be employed with children in these grades. | In grades 3 and 4, the focus of fitness assessment is on learning the process of self-assessment. At grade 5, this becomes an exit outcome. | | |
| PO 1. Demonstrate sufficient muscular strength to be able to bear body weight | PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition | PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition | PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition |
| PO 2. Engage in a series of fitness exercises based upon time, not repetitions, that includes all health-related components of fitness | PO 2. Evaluate personal fitness and practice goal setting with the aid of the teacher | PO 2. Maintains or progresses toward age- and gender-appropriate levels of performance on a criterion-referenced health-related fitness assessment | PO 2. Interpret information from a nationally-recognized, criterion-referenced, health-related fitness assessment and develop a personal fitness profile on the basis of the fitness assessment results |
| PO 3. Participate in a variety of games and activities that increase breathing and heart rate | PO 3. Participate in a variety of fitness activities designed to enhance personal fitness | PO 3. Participate in a variety of fitness activities designed to enhance fitness levels | PO 3. Achieve personal fitness goals based on principles of training |
| PO 4. Recognize that health-related physical fitness consists of several different components | | | PO 4. Demonstrate ability to monitor and adjust a personal fitness program to meet individual needs and goals |

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

| Concept 1: Health-Related Fitness | | | |
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| Grade K - 2 | Grade K - 2 | Grade K - 2 | Grade K - 2 |
| PO 5. Demonstrate a variety of modified exercises for each health-related component of fitness | | | PO 5. Compare and contrast safe and risky exercises and demonstrate safe exercise alternatives |
| | | | PO 6. Devise a plan to reduce risk and possible injury |

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

| Concept 1: Personal Behavior | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Follows directions given in class | PO 1. Act in a safe manner during physical activity | PO 1. Exhibit self-control that requires minimal teacher supervision during class activities | PO 1. Apply safe practices, rules, procedures and etiquette in all physical activity settings |
| PO 2. Demonstrates safe use of equipment during all class activities | PO 2. Follows safety protocols during physical activity | PO 2. Correctly utilizes appropriate safety equipment | PO 2. Act independently of peer pressure |
| PO 3. Follows safety protocols during physical activity | PO 3. Remains on task while working independently | PO 3. Correctly follow safety protocols in physical education content areas at all times | PO 3. Initiate independent and responsible personal behavior in physical activity settings |
| PO 4. Reports the results of practice and participation honestly | PO 4. Accept decisions regarding a personal rule infraction without displaying negative reactions toward others | PO 4. Participate positively in class activities | PO 4. Recognize the level of risk in various sports and activities |
| PO 5. Works independently while exploring movement tasks | PO 5. Assess and take responsibility for his or her own behavior | PO 5. Demonstrate cooperation relative to general class rules and routines | |
| PO 6. Uses practice time wisely and appropriately | | PO 6. Demonstrate perseverance in dealing with difficult skills, game situations and social interactions | |

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

| Concept 2: Social Behavior | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Works in a diverse group setting without interfering with others | PO 1. Work cooperatively with a partner, small group, or class | PO 1. Work productively and effectively with class mates | PO 1. Participate in a learning group with a wide variety of diverse members |
| PO 2. Accepts all classmates without regard to personal differences | PO 2. Demonstrate respect and caring for peers through verbal and non-verbal encouragement and assistance | PO 2. Demonstrate respect and cooperation toward all classmates, teacher, equipment and facilities across all settings | PO 2. Include persons from diverse backgrounds and abilities in physical activities |
| PO 3. Demonstrate the elements of socially acceptable conflict resolution during class activity | PO 3. Resolve conflicts in a socially acceptable manner | PO 3. Employ appropriate conflict resolution strategies at times of interpersonal conflicts | PO 3. Resolve conflict in appropriate ways |
| PO 4. Shows compassion for others by helping them | PO 4. Participate in establishing rules and procedures that are safe and effective for specific activities | PO 4. Effectively work in group activities toward common goals | PO 4. Take a leadership role and follow through, as appropriate, in order to accomplish group goals |
| PO 5. Takes turns willingly with others | PO 5. Encourage others and refrain from put-down statements | | PO 5. Explain and create a physical activity that demonstrates a safe environment for self and others |
| | | | PO 6. Design & instruct a sports or fitness activity from a different ethnicity or culture |

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

| Concept 1: Values Physical Activity | | | |
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| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| PO 1. Identify several physical activities that are enjoyable | PO 1. Identify at least one enjoyable activity in which he/she regularly participates | PO 1. Demonstrates enjoyment during and/or after engaging in physical activity | PO 1. Identify attitudes associated with regular participation in physical activity and/or fitness development activities |
| PO 2. Exhibit both verbal and non-verbal expressions of enjoyment | PO 2. Identify positive feelings associated with participation in physical activities | PO 2. Engage in physical activity for personal, social, and/or health benefits beyond the Physical Education program | PO 2. Select and participate in physical activities that are personally meaningful |
| PO 3. Participates in new skills and movement activities | PO 3: Actively participate in group physical activities | PO 3. Demonstrates interest/willingness to learn more about or try new activities or challenges | PO 3. Examine the role motivation, prioritizing, dedication and self-discipline play in fitness development |
| PO 4. Continue to participate when not successful. | PO 4. Select and practice a skill on which development is needed | PO 4. Identify obstacles to regular participation | PO 4. Develop and implement a plan for personal fitness development/maintenance that considers the factors in PO 3 |
| PO 5. Express positive feelings on progress made while learning a new movement skill | PO 5. Participates in a broadened and challenging array of physical activities | | PO 5. Strategize ways to overcome obstacles to regular participation in physical activity |
| | | | PO 6. Explain how an understanding of self-efficacy and self-esteem is related to physical activity and the ability to use self-management skills necessary for developing both |

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

| Concept 1: Values Physical Activity | | | |
|--|--------------------|--------------------|---|
| Grade K - 2 | Grade 3 - 5 | Grade 6 - 8 | Grade 9 - 12 |
| | | | PO 7. Reflect upon the mental benefits of participation in physical activity |
| | | | PO 8. Examine one's own feelings in having accomplished personal fitness goals or failure to reach such goals |