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| **Strand Physical Education** |
| Standard PE. 1 - Motor Skills and Movement Patterns |
| Standard PE. 2 - Concepts and Strategies |
| Standard PE. 3 – Fitness Education |
| Standard PE. 4 - Responsible Personal and Social Behavior |
| Standard PE. 5 - Recognition of the Value of Physical Activity |

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| **Standard 1** | **Motor Skills and Movement Patterns: Physically literate students demonstrate competency in a variety of motor skills and movement patterns.** |

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| **Adolescence** | | |
| **Grades 9-Diploma** | | |
| **Performance Expectations** | **Level 1** | **Level 2** |
| **1.1 Movement and Rhythm** | Creates movement combinations in rhythmic activities with an emphasis on keeping to the beat. | Performs movement combinations in rhythmic activities with an emphasis on keeping to the beat. |
| **1.2 Game and Sport Skills** | Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. | Refines basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. |
| **1.2 Lifetime Activities** | Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. | Refines activity-specific movement skills in a variety of lifetime activities. |

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| **Standard 2** | **Concepts and Strategies: Physically literate students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.** |

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| **Adolescence** | | |
| **Grades 9- Diploma** | | |
| **Performance Expectations** | **Level 1** | **Level 2** |
| **2.1 Movement Concepts** | Applies complex movement concepts to refine learned skills and acquire new, advanced skills | Integrates increasing complex, content-specific knowledge (biomechanics) with movement skills. |
| **2.2 Strategies and Tactics** | Applies/integrates appropriate game strategies and tactics during game play and activities. | Creates and applies multiple offensive and defensive strategies for game play and activity. |

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| **Standard 3** | **Fitness Education: Physically literate students demonstrate the knowledge and skills to plan, execute, self-monitor, achieve, and maintain a health-enhancing level of physical activity and/or fitness.** |

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| **Adolescence** | | |
| **Grades 9- Diploma** | | |
| **Performance Expectations** | **Level 1** | **Level 2** |
| **3.1 Health-Related Fitness and Exercise.** | Executes with proper form and technique a wide variety of exercises in each of the health-related fitness components addressing all major muscle groups.  Engages in cardiorespiratory activities. | Analyzes one’s personal preferences and/or choices of exercise and exercise tools for the benefits, risk, safety, accessibility, adherence, and enjoyment.  Develops and maintains a fitness portfolio that includes. assessments, goals, activities, and a tracking system for personal improvement. |
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| **3.2 Skill-Related Fitness and Training** | Participates and examines exercise programs that train each of the skill-related fitness components. | Designs or implements a training plan that incorporates one or more training principles. |
| **3.3 Training Principles for Fitness and Sport** | Applies training principles to health-related fitness exercise plan or a sport skill or sport fitness improvement plan. | Evaluates performance data and applies training principles to revise health-related fitness or sport skill/fitness plan to improve performance. |
| **3.4 Health-related and/or sport fitness or training plan** | Creates, implements, monitors (log), reassess, and revises a personal health-related and/or sport fitness plan for home, community, and school. | Creates, monitors (log), and revises one or more personal health-related and/or sport fitness plan implemented by one or more peers. |
| **3.5 Fitness, Sport, and Technology** | Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity. | Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity. |
| **3.6 Physical Activity, Community** | Evaluates one or more recreation or sport activities that can be pursued in the local community and evaluates the activity and/or activities based on benefits, social support networks, and participation requirements. | Evaluates one or more recreation or sport activities that can be pursued in the local community and evaluates the activity and/or activities based on benefits, social support networks, and participation requirements |

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| **Standard 4** | **Responsible Personal and Social Behavior: Physically literate students exhibit responsible personal and social behavior that respects self and others.** |

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| **Adolescence** | | |
| **Grades 9 - Diploma** | | |
| **Performance Expectations** | **Level 1** | **Level 2** |
| **4.1 Personal Responsibility** | Demonstrates personal responsibility in all physical education activities. | Implements leadership skills to promote responsibility in self and others. |
| **4.2 Cooperative Skills** | Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations.  Compares factors in different cultures and/or social settings that influence the choice of physical activity. | Selects the most appropriate ways of responding and mediation to settle conflicts.  Explains the influence of physical activity on cultural competence and the development of self-awareness |
| **4.3 Rules, Etiquette, and Safety** | Uses safe practices when engaging in physical education activities. | Uses safe practices when engaging in physical education activities. |

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| **Standard 5** | **Recognition of the Value of Physical Activity: Physically literate students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.** |

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| **Adolescence** | | |
| **Grade 9 - Diploma** | | |
|  | **Level 1** | **Level 2** |
| **5.1 Health** | Analyze the health benefits of physical activity. | Analyzes the health benefits of a self-selected physical activity. |
| **5.2 Challenge** | Choose an appropriate level of challenge to experience success in a physical activity | Choose an appropriate level of challenge to experience success in a self-selected physical activity |
| **5.3 Self-expression and Enjoyment** | Participate in a self-selected physical activity for self-expression and enjoyment | Participates in a self-selected physical activity for self-expression and enjoyment |
| **5.4 Social Interaction** | Identifies opportunities for social interaction in a self-selected physical activity | Evaluates opportunities for social interaction and social support in a self-selected physical activity. |