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

**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.**

* + I can serve 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).
  + I can dribble a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).
  + I can demonstrate correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction.
  + I can design and perform 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.
  + I can demonstrate the ability to do a one-foot glide and controlled stop while rollerblading.
  + I can demonstrate correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).
  + I can demonstrate 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.**

* + I can demonstrate a return to base position in net/wall sports (e.g., tennis, badminton, etc.).
  + I can demonstrate correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).
  + I can demonstrate technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).
  + I can demonstrate correct position in both net/wall and invasion sports for effective defense and offensive coverage.

**GRADES 9–12 Learning Priority: Demonstrates increasingly mature forms as they relate to complex motor skills.**

**A. Demonstrates skill development.**

* I can demonstrate proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf.
* I can demonstrate balance and body control while moving at different speeds while manipulating a ball of different sizes.
* I can demonstrate mature form while striking objects in a variety of racquet sports.
* I can operate a bike, kayak, or canoe safely and skillfully in a natural environment.
* I can demonstrate proficiency in two movement forms in individual and lifetime activities.
* I can demonstrate skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.
* I can play modified team sports using all the basic skills and strategies of the sport and some advanced skills.
* I can acquire skills to participate in a lifetime activity outside of school.
* I can demonstrate proficient skills to participate in advanced play of some activities.
* I can execute the correct technique in Olympic Lifts in a weight room setting.

**B. Demonstrates advanced skill application.**

* I can pass and catch a variety of objects with a partner while stationary and moving.
* I can execute a variety of shots while participating in racquet sports.
* I can manipulate a ball at moderate to fast speeds, while maintaining control of the ball in drills and game play.
* I can demonstrate and describes offensive, defensive, and transitional skills and strategies in team and individual sports.
* I can identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.
* I can support teammates by movement and spacing in invasion, net, and field games.
* I can combine and apply movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
* I can apply appropriate strategy at all levels of game play.

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

**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.**

* + I can select appropriate practice procedures to learn and master skills and movement patterns.
  + I can describe basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.
  + I can identify proper warm-up and cool down procedures as they affect performance and Injury prevention.
  + I can describe the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).
  + I can detect and correct errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.
  + I can explain force application and how it affects flight path of object.
  + I can devise and perform 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.**

* + I can explain at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).
  + I can explain at least two game tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.).
  + I can identify 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.
  + I can demonstrate an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.

**GRADES 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.

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

**A. Demonstrates cognitive understanding.**

* + I can develop an appropriate conditioning program for a sport or lifetime fitness activity.
  + I can plan a summer or afterschool personal conditioning program.
  + I can examine the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.
  + I can identify 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.**

* I can identify biomechanical principles related to striking, throwing, catching, and kicking skills.
* I can identify a new skill to be learned and lists a scientific principle that can be applied to improved performance.
  + I can recognize advanced skill performance in others.
  + I can describe the impact of new skills and tactics.
  + I can explain appropriate tactical decisions in a competitive activity.
  + I can self-assess performance and makes appropriate corrections.
  + I can apply preexisting skills and knowledge to the acquisition of new skills.
  + I can explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy)
  + I can apply and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.

**Standard 3: Participates regularly in physical activity.**

**GRADES 6–8 Learning Priority: Develops and implements an individual physical activity plan.**

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

* + I can complete a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community.
  + I can set realistic activity goals of his or her choosing based on interests as well as fitness assessment results.
  + I can develop 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.**

* + I can maintain a pedometer log for a minimum of two weekdays and one weekend day.
  + I can maintain a physical activity log documenting progress toward attaining their personal goals.
  + I can document practice time as specified by their physical education teacher.
  + I can regulate physical activity behavior by using appropriate practice procedures and training principles.

**GRADES 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.

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

**A. Chooses to be physically active.**

* + I can participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
  + I can accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.
  + I can participate in health-enhancing lifetime activities that can be pursued in the community as well as the school.
  + I can monitor physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.
  + I can recognize and adjust my personal effort level to achieve health-enhancing benefits during a variety of activities.

**B. Sets goals for a physically active lifestyle.**

* + I can establish goals by identifying strengths and weaknesses using personal fitness assessments.
  + I can compare health and fitness benefits derived from various physical activities.
  + I can identify the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.
  + I can describe the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.

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

**GRADES 6–8 Learning Priority:** Acquires and applies knowledge of the fitness components for overall fitness.

**A. Acquires and applies fitness knowledge.**

* + I can know the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.
  + I can explain the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise).
  + I can define health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility).
  + I can perform physical fitness test with correct form and/or technique.
  + I can formulate meaningful personal fitness goals based on fitness test results.
  + I can develop, with teacher assistance, an individual plan for improving fitness levels.
  + I can state the differences between moderate and vigorous physical activity as it relates to perceived exertion.
  + I can demonstrate knowledge of current guidelines for physical activity (60 minutes daily).
  + I can demonstrate knowledge of all major muscle groups.

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

* + I can participate in activities designed to improve or maintain all health-related fitness components both during and outside of school.
  + I can document individual physical activity in relation to all the health-related components of fitness.
  + I can assess (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.
  + I can demonstrate appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
  + I can complete 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.).
  + I can complete a total body stretching routine with safe stretching techniques.

**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.

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

**A. Assesses and manages personal health behaviors.**

* I can develop an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.
* I can apply the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
* I can achieve personal fitness goals after a period of training.
* I can demonstrate the ability to monitor and adjust a personal fitness program to meet needs and goals.
* I can self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).
* I can meet the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram).
* I can identify a variety of activities and how often they should be done to improve all health-related fitness components.
* I can identify major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group.
* I can participate in fitness activities based on resources available in the local community.
* I can self-assess heart rate before, during, and after various physical activities.
* I can maintain appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

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

**GRADES 6–8 Learning Priority:** Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

**A. Develops personal responsibility.**

* I can use time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.
* I can identify the importance of following class and procedures.
* I can make responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.).
* I can follow and listens to all directions and asks for help when needed.
* I can communicate to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.
* I can demonstrate self-control during conflict (e.g., peer conflicts or an official’s decision).
* I can identify and practices ethical behavior.

**B. Develops social responsibility**

* I can handle situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.
* I can demonstrate cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.
* I can demonstrate 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).
* I can demonstrate 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).
* I can demonstrate 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.
* I can demonstrate cooperation skills needed to accomplish group/team goals in both cooperative and 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.

**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.**

* I can solve conflicts agreeable to both parties.
* I can adjust participation level and personal behavior to make activities inclusive for everyone.
* I can work with peers willingly, regardless of skill level and individual differences in partner and small group situations.
* I can demonstrate responsible decisions about using time, applying rules, and following through with decisions made.
* I can demonstrate consistent decisions to ensure the safety of self and others.
* I can exhibit respectful and mature behavior to contribute to a positive learning environment.
* I can identify positive and negative peer influences.

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

**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.**

* I can recognize that regular physical activity improves the student’s fitness level in both skill-related and health-related fitness components.
* I can analyze selected physical experiences for social, emotional, mental, and physical health benefits.
* I can recognize that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.
* I can recognize the value of physical activity to reduce stress and improve mood.
* I can recognize the importance of physical activity to keep body systems working together efficiently.
* I can seek personally-challenging experiences in physical activity settings.
* I can appreciate the aesthetic and creative aspects of skilled performance.
* I can describe the ways to use body and movement to communicate ideas and feelings in creative dance.
* I can describe the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).
* I can recognize physical activity as an opportunity for social and group interaction and to form new relationships.
* I can describe the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.

**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.

**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.**

* I can participate in activity outside of school for self-enjoyment.
* I can identify reasons to participate in physical activity in the local community.
* I can display a willingness to experiment with new activities and sports of our and other cultures.
* I can demonstrate strategies for including people of diverse backgrounds and abilities in physical activity.
* I can describe the correlation that being physically active leads to a higher quality of life.

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

* + I can demonstrate, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.
  + I can recognize the value of all individuals involved in the activity.
  + I can describe the positive feelings that result from physical activity participation alone and with others.
  + I can participate as a volunteer in promoting physical activity within the school setting and also in the community.