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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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| **Early Adolescence** | | | |
| **Grades 6 - 8** | | | |
| **Performance Expectation** | **Emerging** | **Maturing** | **Applying** |
| **1.1 Movement and Rhythm** | Demonstrates rhythmic movement and patterns with emphasis in keeping the beat. | Demonstrates rhythmic movement and patterns for different dances and activities. | Exhibits command of rhythm and timing by creating a movement sequence as an individual or in a group. |
| **1.2 Game and Sport Skills** | Uses specialized skills that are refined and appropriate for modified game play. | Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities. | Executes complex combinations of movements specific to at least two game, sport, or physical activities. |
| **1.3 Offensive and Defensive Skills** | Demonstrates basic offensive and defensive movement skills for games, sports or physical activities. | Performs basic offensive and defensive movement skills for games, sports or physical activities. | Applies offensive and defensive movement skills for at least two games, sports or physical activities that contribute to successful participation. |
| **1.4. Lifetime Activities** | Demonstrates basic skills in individual performance or outdoor lifetime activities. | Performs basic skills in individual performance or outdoor lifetime activities. | Applies skills in at least two individual performance or outdoor lifetime activities that contribute to successful participation. |

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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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| **Early Adolescence** | | | |
| **Grades 6 - 8** | | | |
| **Performance Expectations** | **Emerging** | **Maturing** | **Applying** |
| **2.1 Movement Concepts** | Applies advanced movement concepts to enhance game play/activities. | Applies concepts from other content areas (i.e. physics, geometry) to movement skills. | Utilizes complex movement principles to evaluate and improve performance. |
| **2.2 Strategies and Tactics** | Explains when and why strategies and tactics are utilized in game play and activities. | Demonstrates game strategies and tactics at appropriate times and using appropriate methods. | Applies appropriate game strategies and tactics during game play and activities. |

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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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| **Early Adolescence** | | | |
| **Grades 6 - 8** | | | |
| **Performance Expectations** | **Emerging** | **Maturing** | **Applying** |
| **3.1 Health-Related Fitness and Exercise.** | Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.  Identifies and/or classifies exercises and physical activities for each health-related fitness components | Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.).  Maintains a pace while walking, jogging, or running. | Creates simple exercise routines and records workout data in a simple log. |
| **3.2 Skill-Related Fitness and Training** | Lists, defines, and explains skill-related fitness components and uses components in exercises and/or games. | Demonstrates improvements in skill-related fitness exercises | Creates a skill-related fitness exercise circuit and records data in a personal log |
| **3.3 Training Principles for Fitness and Sport** | Uses training principles to improve fitness or sport performance. | Uses measurement tools to identify intensity of exercise or activity | Examines fitness data to improve fitness or sport performance |
| **3.4 Health-related and/or sport training and/or fitness plan** | Engages/follows a teacher created exercise plan demonstrating proper posture and technique when performing exercises. | Designs and implements a personal fitness plan based on fitness or sport goals for physical education. | Designs and implements a personal fitness plan for home based on fitness or sport goals. |
| **3.5 Fitness, Sport, and Technology** | Uses teacher-directed technology tools to engage in health-related fitness activities for skill practice or for enjoyment. | Uses teacher-directed fitness-related technology tools to measure physical activity and/or practice lesson objectives. | Selects and uses technology tools to monitor exercise programs or uses video resources to gain ideas to create a new exercise plan. |
| **3.6 Physical Activity, Community,** | Identifies and/or participates in physical activities at school, home, and/or in the community | Participates in physical activities at school, home, and/or in the community | Creates a plan to be active at home or in community activities. |

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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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| **Early Adolescence** | | | |
| **Grades 6 - 8** | | | |
| **Performance Expectation** | **Emerging** | **Maturing** | **Applying** |
| **4.1 Personal Responsibility** | Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks. | Demonstrates personal responsibility by using a variety of appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks. | Demonstrates personal responsibility by working independently from adults.  Consistently applies strategies to reinforce positive behaviors when completing assigned tasks. |
| **4.2 Cooperative Skills** | Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.  Analyzes conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts. | Contrasts between appropriate and inappropriate strategies for communicating ideas and feelings.  Understands the role of diversity in physical activity, respecting limitations and strengths of members of a variety of groups. | Exemplifies well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.  Compares factors in different cultures and/or social settings that influence the choice of physical activity. |
| **4.3 Rules, Etiquette, and Safety** | Uses safe practices when engaging in physical education activities without prompting. | Uses safe practices when engaging in physical education activities without prompting. | Uses safe practices when engaging in physical education activities without prompting. |

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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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| **Early Adolescence** | | | |
| **Grades 6 - 8** | | | |
| **Performance Expectations** | **Emerging** | **Maturing** | **Applying** |
| **5.1 Health** | Identifies and compare health benefits and physical activities | Describes how different types of physical activity exert a positive impact on health and improve the quality of life. | Explains the connections between health-related fitness and overall physical and mental health, and the positive impacts on the quality of life. |
| **5.2 Challenge** | Applies strategies for overcoming individual challenges in a physical activity setting. | Uses positive strategies when faced with a group challenge. | Applies strategies to overcome challenges in a physical activity. |
| **5.3 Self-expression and Enjoyment** | Describes how moving competently in a physical activity setting creates enjoyment.  Identify how self-expression and physical activity are related. | Identifies why self-selected physical activities create enjoyment  Explain the relationship between self-expression and lifelong enjoyment through physical activity. | Discusses how enjoyment can be increased in self-selected physical activities.  Identify and participate in an enjoyable activity that prompts individual self-expressions. |
| **5.4 Social Interaction** | Demonstrate the importance of social interaction by following rules and encouraging others in various physical activities and games. | Demonstrates the importance of social interaction by avoiding trash talk and playing in the spirit of activities and games. | Demonstrates importance of social interaction by asking for help and helping others in various physical activities and games |