

ISE



INTERNATIONAL
SCHOOL

PHYSICAL EDUCATION CURRICULUM STANDARDS ORGANIZED BY GRADE LEVEL

Curriculum standards are divided into five strands:

Motor skills and movement patterns

Concepts, principles, strategies and tactics related to movement and performance

Health-enhancing level of physical activity and fitness

Social behavior that respects self and others

Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

The curriculum standards in this document were based on Shape America Standards. They were revised to fit ISE's student population. More information about the standards can be found at: <http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

Physical Education Vision Statement

The physical education program is a sequential, developmentally appropriate program that provides students with the knowledge, skills, and attitudes necessary for a healthy lifestyle of activity, fitness and enjoyment. The program gives students the opportunity to experience success, develop physically, mentally, socially and emotionally. It provides opportunities for students to strive for high levels of personal achievement, as well as gain the intrapersonal skills necessary to be a global citizen. The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

We believe to pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Physical Education incorporates:

Motor skills and movement patterns

Concepts, principles, strategies and tactics related to movement and performance

Health-enhancing level of physical activity and fitness

Social behavior that respects self and others

Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Kindergarten PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
<p>Demonstrates competency in a variety of motor skills and movement patterns.</p>	<ul style="list-style-type: none"> • Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. • Performs jumping & landing actions with balance. • Maintains momentary stillness on different bases of support. Forms wide, narrow, curled & twisted body shapes. • Rolls sideways in a narrow body shape. • Contrasts the actions of curling & stretching. • Throws underhand with opposite foot forwards. • Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower. • Dribbles a ball with one hand, attempting the second contact. • Taps a ball using the inside of the foot, sending it forward. • Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a (mature) kicking pattern. • Volleys a lightweight object (balloon), sending it upward. • Strikes a lightweight object with a paddle or short-handled racket. • Executes a single jump with self-turned rope. • Jumps a long rope with teacher-assisted turning.

Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
<p>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> • Differentiates between movement in personal (self-space) & general space. Moves in personal space to a rhythm. • Travels in 3 different pathways. • Travels in general space with different speeds.

Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	<ul style="list-style-type: none">• Identifies active-play opportunities outside physical education class.• Actively participates in physical education class.• Recognizes that when you move fast, your heart beats faster and you breathe faster.• Recognizes that food provides energy for physical activity.

Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none">• Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).• Acknowledge responsibility for behavior when prompted.• Follows instruction/ directions when prompted.• Shares equipment and space with others.• Recognizes the established protocol for class activities.• Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<ul style="list-style-type: none">• Recognizes that physical activity is important for good health.• Acknowledges that some physical activities are challenging/ difficult.• Identifies physical activities that are enjoyable. Discusses the enjoyment of playing with friends.

Grade One PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns,	<ul style="list-style-type: none">• Hops, gallops, jogs and slides using a mature pattern.• Demonstrates 2 of the 5 critical elements for jumping & landing in horizontal plane using 2-foot take-offs & landings. Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.• Combines locomotor and nonlocomotor skills in a teacher-designed dance.• Maintains stillness on different bases of support with different body shapes.• Transfers weight from one body part to another in self-space in dance and gymnastics environments.• Rolls with either a narrow or curled body shape.• Demonstrates twisting, curling, bending & stretching actions.• Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.• Catches a soft object from a self-toss before it bounces. Catches various sizes of balls self-tossed or tossed by a skilled thrower.• Dribbles continuously in self-space using the preferred hand.• Taps or dribbles a ball using the inside of the foot while walking in general space.• Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.• Volleys an object with an open palm, sending it upward.• Strikes a ball with a short-handled implement, sending it upward.• Jumps forward consecutively using a self-turned rope. Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<ul style="list-style-type: none">• Moves in self-space and general space in response to designated beats/ rhythms.• Travels demonstrating low, middle and high levels. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).• Differentiates between fast and slow speeds. Differentiates between strong and light force.

Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<ul style="list-style-type: none">• Discusses the benefits of being active and exercising and/ or playing.• Actively engages in physical education class.• Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.• Differentiates between healthy and unhealthy foods.

Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none">• Accepts personal responsibility by using equipment and space appropriately.• Follows the rules & parameters of the learning environment.• Responds appropriately to general feedback from the teacher.• Works independently with others in a variety of class environments (e.g., small and large groups).• Exhibits the established protocols for class activities.• Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<ul style="list-style-type: none">• Identifies physical activity as a component of good health.• Recognizes that challenge in physical activities can lead to success.• Describes positive feelings that result from participating in physical activities. Discusses personal reasons. (i.e., the “why”) for enjoying physical activities.

Grade Two PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns.	<ul style="list-style-type: none">• Skips using a mature pattern.• Runs with a mature pattern. Travels showing differentiation between jogging and sprinting.• Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings.• Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.• Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms.• Balances on different bases of support, combining levels and shapes.• Balances in an inverted position with stillness and supportive base.• Transfers weight from feet to different body parts/bases of support for balance and/or travel.• Rolls in different directions with either a narrow or curled body shape.• Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).• Throws underhand using a mature pattern.• Throws overhead, demonstrating 2 of the 5 critical elements of a mature pattern.• Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.• Dribbles in self-space with preferred hand demonstrating a mature pattern. Dribbles using the preferred hand while walking in general space.• Dribbles with the feet in general space with control of ball and body.• Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.• Volleys an object upward with consecutive hits.• Strikes an object upward with a short-handled implement, using consecutive hits.• Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/

	<p>proper body orientation.</p> <ul style="list-style-type: none"> • Jumps a self-turned rope consecutively forward and backward with a mature pattern. • Jumps a long rope 5 times consecutively with student turners.
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Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<ul style="list-style-type: none"> • Combines locomotor skills in general space to a rhythm. • Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. • Varies time and force with gradual increases and decreases.

Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<ul style="list-style-type: none"> • Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). • Actively engages in physical education class in response to instruction and practice. • Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength. Identifies physical activities that contribute to fitness. • Recognizes the “good health balance” of good nutrition with physical activity.

Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none"> • Practices skills with teacher prompting. • Accepts responsibility for class protocols with behavior and performance actions. • Accepts specific corrective feedback from the teacher. • Works independently with others in partner environments. • Recognizes the roles of rules and etiquette in teacher-designed physical activities. • Works independently and safely in physical education. Works safely with physical

	education equipment.
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Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<ul style="list-style-type: none">• Recognizes the value of “good health balance.”• Compares physical activities that bring confidence and challenge.• Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks / games environment).

Grade Three PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns.	<ul style="list-style-type: none">• Leaps using a mature pattern.• Travels showing differentiation between sprinting and running.• Jumps & lands in the horizontal & vertical planes using a mature pattern.• Performs teacher-selected and developmentally appropriate dance steps and movement patterns.• Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.• Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.• Transfers weight from feet to hands for momentary weight support.• Applies skill.• Moves into and out of gymnastics balances with curling, twisting & stretching actions.• Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.• Combines balance and weight transfers with movement concepts to create and perform a dance.• Throws underhand to a partner or target with reasonable accuracy.• Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, for distance and/or force.• Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.• Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.• Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.• Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on

	<p>reception before returning the pass.</p> <ul style="list-style-type: none"> • Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. Uses a continuous running approach and kicks a stationary ball for accuracy. • Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. • Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. • Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. • Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.
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Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<ul style="list-style-type: none"> • Recognizes the concept of open spaces in a movement context. • Recognizes locomotor skills specific to a wide variety of physical activities. • Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. • Employs the concept of alignment in gymnastics and dance. Employs the concept of muscular tension with balance in gymnastics and dance. • Applies simple strategies & tactics in chasing activities. Applies simple strategies in fleeing activities.

Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level	<ul style="list-style-type: none"> • Charts participation in physical activities outside physical education class. Identifies physical activity benefits as a way to become healthier.

of physical activity and fitness.	<ul style="list-style-type: none"> • Engages in the activities of physical education class without teacher prompting. • Describes the concept of fitness and provides examples of physical activity to enhance fitness. • Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. • Demonstrates, with teacher direction, the health-related fitness components. • Identifies foods that are beneficial for before and after physical activity.
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Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none"> • Exhibits personal responsibility in teacher-directed activities. • Works independently for extended periods of time. • Accepts and implements specific corrective feedback from the teacher. • Works cooperatively with others. Praises others for their success in movement performance. • Recognizes the role of rules and etiquette in physical activity with peers. • Works independently and safely in physical activity settings.

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<ul style="list-style-type: none"> • Discusses the relationship between physical activity and good health. • Discusses the challenge that comes from learning a new physical activity. • Reflects on the reasons for enjoying selected physical activities. • Describes the positive social interactions that come when engaged with others in physical activity.

Grade Four PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
<p>Demonstrates competency in a variety of motor skills and movement patterns,</p>	<ul style="list-style-type: none"> • Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. • Runs for distance using a mature pattern. • Uses spring-and-step take-offs & landings specific to gymnastics. • Combines locomotor movement patterns and dance steps to create and perform an original dance. • Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-designed small-sided practice tasks. • Balances on different bases of support on apparatus, demonstrating levels and shapes. • Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel). • Applies skill. • Moves into and out of balances on apparatus with curling, twisting & stretching actions. • Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. • Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. • Throws overhand using a mature pattern in nondynamic environments (closed skills). Throws overhand to a partner or at a target with accuracy at a reasonable accuracy in a nondynamic environment (closed skills). • Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). • Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. Dribbles in general space with control of ball and body while

	<p>increasing and decreasing speed.</p> <ul style="list-style-type: none">• Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.• Passes & receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.• Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).• Kicks along the ground and in the air, and punts using mature patterns.• Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square 4 square, handball).• Volleys a ball with a 2-hand overhand pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.• Strikes an object with a short-hand-led implement while demonstrating a mature pattern. Strikes an object with a short-hand-led implement, alternating hits with a partner over a low net or against a wall.• Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).• Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice-task environments.• Creates a jump-rope routine with either a short or long rope.
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Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
<p>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> • Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). Applies to concept of closing spaces in small-sided practice tasks. Dribbles in general space with changes in direction and speed. • Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. • Applies the movement concepts of speed, endurance and pacing for running. Applies the concepts of direction and force when striking an object with a short-hand-led implement, sending it toward a designed target. • Applies skill. • Applies simple offensive strategies and tactics in chasing and fleeing activities. Recognizes the types of kicks needed for different games and sports situations.

Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
<p>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<ul style="list-style-type: none"> • Analyzes opportunities for participating in physical activity outside physical education class. • Actively engages in the activities of physical education class, both teacher-directed and independent. • Identifies the components of health-related fitness. • Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. • Completes fitness assessments (pre-&post-). Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. • Discusses the importance of hydration and hydration choices relative to physical activities.

Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none">• Exhibits responsible behavior in independent group situations.• Reflects on personal social behavior in physical activity.• Listens respectfully to corrective feedback from others (e.g., peers, adults).• Praises the movement performance of others both more and less-skilled. Accepts players of all skill levels into the physical activity.• Exhibits etiquette and adherence to rules in a variety of physical activities.• Works safely with peers and equipment in physical activity settings.

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<ul style="list-style-type: none">• Examines the health benefits of participating in physical activity.• Rates the enjoyment of participating in challenging and mastered physical activities.• Ranks the enjoyment of participating in different physical activities.• Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

Grade Five PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns,	<ul style="list-style-type: none">• Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance.• Combines locomotor and manipulative skills in a variety of small-sided practice tasks/ games environments.• Combines travelling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).• Uses appropriate pacing for a variety of running distances.• Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments.• Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.• Applies skill.• Combines balance and transferring weight in a gymnastics sequence or dance with a partner.• Transfers weight in gymnastics and dance environments.• Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments.• Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.• Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. Throws underhand to a large target with accuracy.• Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. Throws overhand to a large target with accuracy.• Throws with accuracy, both partners moving. Throws with reasonable accuracy in

	<p>dynamic, small-sided practice tasks.</p> <ul style="list-style-type: none">• Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills).• Catches with accuracy, both partners moving.• Catches with reasonable accuracy in dynamic, small-sided practice tasks.• Combines hand dribbling with other skills during 1v1 practice tasks.• Combines foot dribbling with other skills in 1v1 practice tasks.• Passes with the feet using a mature pattern as both partners travel. Receives a pass with the foot using a mature pattern as both partners travel.• Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.• Demonstrates mature patterns in kicking and punting in small-sided practice task environments.• Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.• Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.• Strikes a pitched ball with a bat using a mature pattern. Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.• Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).• Creates a jump-rope routine with a partner, using either a short or long rope.
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Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<ul style="list-style-type: none">• Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments.• Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction.• Applies movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a long-handled implement. Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.• Applies skill.• Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks.• Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.• Recognizes the type of throw, volley or striking action needed for different games & sports situations.

Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
<p>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<ul style="list-style-type: none"> • Charts and analyzes physical activity outside physical education class for fitness benefits of activities. • Actively engages in all the activities of physical education. • Differentiates between skill-related and health-related fitness. • Identifies the need for warm-up & cool-down relative to various physical activities. • Analyzes results of fitness assessment (pre-&post-), comparing results to fitness components for good health. Designs a fitness plan to address ways to use physical activity to enhance fitness. • Analyzes the impact of food choices relative to physical activity, youth sports & personal health.

Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
<p>Exhibits responsible personal and social behavior that respects self and others.</p>	<ul style="list-style-type: none"> • Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher student to teacher, student to referee). • Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. Exhibits respect for self with appropriate behavior while engaging in physical activity. • Gives corrective feedback respectfully to peers. • Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. • Critiques the etiquette involved in rules of various game activities. • Applies safety principles with age-appropriate physical activities.

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.	<ul style="list-style-type: none">• Compares the health benefits of participating in selected physical activities.• Expresses (via written essay, visual art, creative dance) the enjoyment and/ or challenge of participating in a favorite physical activity.• Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.• Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Grade Six PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns.	<ul style="list-style-type: none">• Demonstrates correct technique for basic skill in 1 self-selected individual-performance activity.• Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).• Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.• Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.• Throws, while stationary, a leading pass to a moving receiver.• Performs pivots, fakes and jab steps designed to create open space during practice tasks.• Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes.• Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.• Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.• Shoots on goal with power in a dynamic environment as appropriate to the activity.• Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.• Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.• Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis.

	<ul style="list-style-type: none"> • Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. • Transfers weight with correct timing for the striking pattern. • Forehand-volleys with a mature form and control using a short-handled implement. • Two-hand-volleys with control in a variety of practice tasks. • Demonstrates a mature pattern for a modified target game such as bowling, bocce or horseshoes. • Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. • Strikes a pitched ball with an implement with force in a variety of practice tasks. • Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. • Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. • Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.
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Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
<p>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> • Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathway; change of speed, direction or pace). • Executes at least 1 the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. • Creates open space by using the width and length of the field/court on offense. • Reduces open space on defense by making the body larger and reducing passing angles. • Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. • Transitions from offense to defense or defense to offense by recovering quickly. • Creates open space in net/wall games with a short-handled implement by varying force

	<p>and directing.</p> <ul style="list-style-type: none"> • Reduces offensive options for opponents by returning to mid-court position. • Selects appropriate shot and/or club based on location of the object in relation to the target. • Identifies open spaces and attempts to strike object into that space. • Identifies the correct defensive play based on the situation (e.g., number of outs). • Varies application of force during dance or gymnastic activities. • Makes appropriate decisions <i>based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others. Wind, etc.</i>
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Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
<p>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<ul style="list-style-type: none"> • Is able to identify 3 influences on physical activity (e.g., school, family & peers; community & built environment; policy). • Participates in self-selected physical activity outside of physical education class. • Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. • Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. • Identifies the components of skill-related fitness. • Sets and monitors a self-selected physical activity goal for aerobic and/or muscle-and bone-strengthening activity based on current fitness level. • Employs correct techniques and methods of stretching. • Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. • Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). • Describes the role of warm-ups and cool-downs before and after physical activity. • Defines resting heart rate and describes its relationship to aerobic fitness and the Borg

	<p>Rating of Perceived Exertion (RPE) Scale.</p> <ul style="list-style-type: none"> • Identifies major muscles used in selected physical activities. • Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. • Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. • Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. • Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/ her age and physical activity levels. • Identifies positive and negative results of stress and appropriate ways of dealing with each.
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Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
<p>Exhibits responsible personal and social behavior that respects self and others.</p>	<ul style="list-style-type: none"> • Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. • Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positives self-talk. • Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. • Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. • Cooperates with a small group of classmates during adventure activities, game play or team-building activities. • Identifies the rules and etiquette for physical activities/ games and dance activities. • Uses physical activity and fitness equipment appropriately and safely, <i>with the teacher's guidance.</i>

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.	<ul style="list-style-type: none">• Describes how being physically active leads to a healthy body.• Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.• Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/ or modifying the tasks.• Describes how moving competently in a physical activity setting creates enjoyment.• Identifies how self-expression and physical activity are related.• Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

Grade Seven PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns.	<ul style="list-style-type: none">• Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.• Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.• Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.• Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball.• Throws, while moving, a leading pass to a moving receiver.• Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.• Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes.• Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.• Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks, Shoots on goal with power and accuracy in small-sided game play.• Slides in all directions while on defense without crossing feet.• Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/ wall games such as badminton, volleyball or pickleball.• Strikes with a mature overhand pattern in a dynamic environment for net/ wall games such as volleyball, handball, badminton or tennis.• Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.• Forehand-and backhand-volleys with a mature form and control using a short-handled

	<p>implement.</p> <ul style="list-style-type: none"> • Two-hand-volleys with control in a dynamic environment. • Executes consistently (70% of the time) a mature pattern for target games such as bowling, bocce or horseshoes. • Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. • Strikes a pitched ball with an implement to open space in a variety of practice tasks. • Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. • Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. • Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. • Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity.
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Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
<p>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> • Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing the angle in the space, reducing distance between player and goal). • Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. • Creates open space by staying spread on offense, and cutting and passing quickly. • Reduces open space on defense by staying close to the opponent as he/ she nears the goal. • Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. • Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. • Creates open space in net/ wall games with a long-handled implement by varying force

	<p>and direction, and by moving opponent from side to side.</p> <ul style="list-style-type: none"> • Selects offensive shot based on opponent’s location (hit where opponent is not). • Varies the speed and/ or trajectory of the shot based on location of the object in relation to the target. • Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. • Selects the correct defensive play based on the situation (e.g., number of outs). • <i>Analyzes the situation and makes adjustments</i> to ensure the safety of self and others.
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Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
<p>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<ul style="list-style-type: none"> • Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. • Participates in a physical activity 2 times a week outside of physical education class. • Participates in a variety of strength-and endurance-fitness activities such as Pilates, resistance training, body-weight training and light free-weight training. • Participates in moderate to vigorous muscle-and bone-strengthening physical activity at least 3 times a week. • Distinguishes between health-related and skill-related fitness. • Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/ or optimal functioning based on current fitness level. • Describes and demonstrates the difference between dynamic and static stretches. • Describes the role of exercise and nutrition in weight management. • Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. • Designs a warm-up/ cool –down regimen for a self-selected physical activity. • Defines how the Rating Perceived Exertion Scale can be used to determine the perception of the work effort or intensity of exercise perception of the work effort or intensity of exercise. • Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.

	<ul style="list-style-type: none"> • Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. • Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. • Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. • Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.
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Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none"> • Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. • Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. • Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. • Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. • Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. • <i>Independently</i> uses physical activity and exercise equipment appropriately and safely.

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.	<ul style="list-style-type: none">• Identifies different types of physical activities and describes how each exerts a positive effect on health.• Identifies positive mental and emotional aspects of participating in a variety of physical activities.• Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.• Identifies why self-selected physical activities create enjoyment.• Explains the relationship between self-expression and lifelong enjoyment through physical activity.• Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.

Grade Eight PE Curriculum

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns.	<ul style="list-style-type: none">• Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.• Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.• Catches using an implement in a dynamic environment or modified game play.• Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/ or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).• Throws a lead pass to a moving partner off a dribble or pass.• Executes at least two of the following create open space during modified game play: pivots, fakes, jab steps, screens.• Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes.• Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play.• Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.• Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.• Drop-steps in the direction of the pass during player-to-player defense.• Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball.• Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis.• Demonstrates the mature form of forehand and backhand strokes with a shorter long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball.

	<ul style="list-style-type: none"> • Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides. • Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. • Two-hand-volleys with control in a small-sided game. • Performs consistently (70% of the time) a mature pattern with accuracy and control for one target game such as bowling or bocce. • Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. • Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. • Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. • Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. • Preferably taught at elementary or secondary levels, however, availability of facilities might dictate when swimming and water safety are offered in the curriculum. • Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities.
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Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
<p>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> • Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. • Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. • Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. • Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective).

	<ul style="list-style-type: none"> • Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. • Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. • Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. • Varies placement, force and timing of return to prevent anticipation by opponent. • Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. • Identifies sacrifice situations and attempt to advance a teammate. • Reduces open spaces in the field by working with teammates to maximize coverage. • Describes and applies mechanical advantage(s) for a variety of movement patterns. • <i>Implements safe protocols</i> in self-selected outdoor activities.
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Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
<p>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<ul style="list-style-type: none"> • Develops a plan to address one of the barriers within one’s family, school or community to maintaining a physically active lifestyle. • Participates in physical activity 3 times a week outside of physical education class. • Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. • Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. • Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week. • Compares and contrasts health-related fitness components. • Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. • Employs a variety of appropriate static stretching techniques for all major muscle groups.

	<ul style="list-style-type: none"> • Describes the role of flexibility in injury prevention. • Uses the overload principle (FITT formula) in preparing a personal workout. • Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. • Defines how the RPE Scale can be used to adjust workout intensity during physical activity. • Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. • Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. • Designs and implements a program to improve levels of health-related fitness and nutrition. • Describes the relationship between poor nutrition and health risk factors. • Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.
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Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none"> • Accepts responsibility for improving one's own levels of physical activity and fitness. • Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. • Provides encouragement and feedback to peers without prompting from the teacher. • Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. • Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. • Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. • Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.	<ul style="list-style-type: none">• Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.• Analyzes the empowering consequences of being physical active.• Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.• Discusses how enjoyment could be increased in self-selected physical activities.• Identifies and participates in an enjoyable activity that prompts individual self-expression.• Demonstrates respect for self by asking for help and helping others in various physical activities.

High School PE Curriculum Level 1

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns.	<ul style="list-style-type: none">• Demonstrates competency and/ or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/ wall games or target games).• Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap).• Demonstrates competency in 1 or more specialized skills in health-related fitness activities.

Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<ul style="list-style-type: none">• Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/ wall games, target games, aquatics and/ or outdoor pursuits appropriately.• Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/ or others in a selected skill.• Creates a practice plan to improve performance for a self-selected skill.• Identifies examples of social and technical dance forms.

Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	<ul style="list-style-type: none">• Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.• Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.• Identifies issues associated with exercising in heat, humidity and cold.• Evaluates-according to their benefits, social support network and participation requirements-activities that can be pursued in the local environment.• Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.• Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.• Demonstrate appropriate technique in resistance-training machines and free weights.• Relates physiological responses to individual levels of fitness and nutritional balance.• Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).• Calculates target heart rate and applies that information to personal fitness plan.• Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.• Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.• Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.• Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none">• Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.• Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/ or social dance.• Uses communication skills and strategies that promote team/ group dynamics.• Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups.• Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.	<ul style="list-style-type: none">• Analyzes the health benefits of a self-selected physical activity.• Challenge is a focus in Level 2.• Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.• Identifies the opportunity for social support in a self-selected physical activity or dance.

High School PE Curriculum Level 2

Strand: Motor skills and movement patterns

Curriculum Standards	Learner Outcomes
Demonstrates competency in a variety of motor skills and movement patterns.	<ul style="list-style-type: none"> • Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/ wall games or target games). • Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. • Demonstrates competency in 2 or more specialized skills in health-related fitness activities.

Strand: Concepts, principles, strategies and tactics related to movement and performance

Curriculum Standards	Learner Outcomes
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<ul style="list-style-type: none"> • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Describes the speed/ accuracy trade-off in throwing and striking skills. • Identifies the stages of learning a motor skill. • Compares similarities and differences in various dance forms.

Strand: Health-enhancing level of physical activity and fitness

Curriculum Standards	Learner Outcomes
Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	<ul style="list-style-type: none"> • Investigates the relationships among physical activity, nutrition and body composition. • Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. • Applies rates of perceived exertion and pacing. • <i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i> • Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. • Creates a plan, trains for and participates in a community event with a focus on

	<p>physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).</p> <ul style="list-style-type: none"> • Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/ antagonist) and supports a healthy, active lifestyle. • Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). • Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. • Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. • Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). • Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. • Creates a snacks plan for before, during and after exercise that addresses nutrition needs for each phase. • Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
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Strand: Social behavior that respects self and others

Curriculum Standards	Learner Outcomes
Exhibits responsible personal and social behavior that respects self and others.	<ul style="list-style-type: none"> • Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. • Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). • Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. • Accepts other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. • <i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i>

Strand: Physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Curriculum Standards	Learner Outcomes
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.	<ul style="list-style-type: none">• <i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i>• Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.• Identifies the uniqueness of creative dance as a means of self-expression.• Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.