

K-2 HORIZONTAL TABLE OF STANDARDS

STANDARD 1	Physical Activity Skills and Movement Patterns
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Kindergarten	First	Second
PE.1.1 Performs locomotor skills in a variety of environments.		
<p>PE.K.1.1.a Hops, gallops, jogs, runs, walks, slides, skips, and leaps while maintaining balance. (E)</p> <p>PE.K.1.1.b Jumps vertically and lands with balance. (E)</p> <p>PE.K.1.1.c Jumps horizontally and lands with balance. (E)</p> <p>PE.K.1.1.d Exhibits a variety of locomotor skills in rhythmic activities led by teacher. (E)</p>	<p>PE.1.1.1.a Hops, gallops, side slides, and walks in a mature pattern. (M)</p> <p>PE.1.1.1.b Exhibits 2 of 5 critical elements for jumping horizontally using two-foot take-off and landing. (E)</p> <p>PE.1.1.1.c Exhibits 2 of 5 critical elements for jumping vertically using two-foot take-off and landing. (E)</p> <p>PE.1.1.1.d Demonstrates a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities. (E)</p>	<p>PE.2.1.1.a Applies hopping, galloping, and side sliding in a variety of activity environments. (A)</p> <p>PE.2.1.1.b Skips, runs, and jogs in mature patterns. (M)</p> <p>PE.2.1.1.c Exhibits 4 of 5 critical elements for jumping horizontally using a variety of two-foot and one-foot take-offs and landings. (E)</p> <p>PE.2.1.1.d Exhibits 4 of 5 critical elements for jumping vertically using a variety of two-foot and one-foot take-offs and landings. (E)</p> <p>PE.2.1.1.e Demonstrates locomotor and non-locomotor skills in teacher-designed or student-designed rhythmic activities. (E)</p>
PE.1.2 Performs non-locomotor skills in a variety of environments.		
<p>PE.K.1.2.a Maintains momentary stillness on different bases of support. (E)</p> <p>PE.K.1.2.b Forms wide, narrow, curled, and twisted body shapes. (E)</p> <p>PE.K.1.2.c Rolls sideways in a narrow body shape.(E)</p>	<p>PE.1.1.2.a Maintains stillness on different bases of support with different body shapes. (E)</p> <p>PE.1.1.2.b Transfers weight from one body part to another in self-space. (E)</p> <p>PE.1.1.2.c Rolls with either a narrow or curled</p>	<p>PE.2.1.2.a Balances on different bases of support, combining levels and shapes. (E)</p> <p>PE.2.1.2.b Transfers weight to different body parts/bases of support for balance and/or for travel. (E)</p> <p>PE.2.1.2.c Rolls in different directions with</p>

<p>PE.K.1.2.d Curls and stretches the body and/or parts of the body. (E)</p>	<p>body shape. (E)</p> <p>PE.1.1.2.d Curls, stretches, twists, and bends the body and/or parts of the body. (E)</p>	<p>either a narrow or curled body shape. (E)</p> <p>PE.2.1.2.d Differentiates among curling, stretching, twisting, and bending. (M)</p> <p>PE.2.1.2.e Combines balances and weight transfers into a 3-part sequence. (E)</p>
<p>PE.1.3 Performs manipulative skills in a variety of environments.</p>		
<p>PE.K.1.3.a Throws underhand with opposite foot forward. (E)</p> <p>PE.K.1.3.b Drops a ball and catches it before it bounces twice. (E)</p> <p>PE.K.1.3.c Dribbles a ball with one hand, attempting the second contact. (E)</p> <p>PE.K.1.3.d Pushes a ball using the inside of the foot, sending it forward. (E)</p> <p>PE.K.1.3.e Kicks a stationary ball from a stationary position, demonstrating 2 of 5 critical elements. (E)</p> <p>PE.K.1.3.f Volleys a lightweight object underhand, sending it upward. (E)</p> <p>PE.K.1.3.g Strikes a lightweight object with a short-handled implement. (E)</p> <p>PE.K.1.3.h Completes a single jump with self-turned rope. (E)</p> <p>PE.K.1.3.i Jumps a long rope with teacher-assisted turning. (E)</p>	<p>PE.1.1.3.a Throws underhand, demonstrating 2 of 5 critical elements. (E)</p> <p>PE.1.1.3.b Throws overhand with opposite foot forward. (E)</p> <p>PE.1.1.3.c Catches various sizes of objects self-tossed or tossed by an accurate thrower. (E)</p> <p>PE.1.1.3.d Dribbles continuously in self-space using the preferred hand. (E)</p> <p>PE.1.1.3.e Pushes or dribbles a ball using the inside of the foot while walking in general space. (E)</p> <p>PE.1.1.3.f Approaches a stationary ball and kicks it forward, demonstrating 2 of 5 critical elements. (E)</p> <p>PE.1.1.3.g Volleys an object underhand with an open palm, sending it upward. (E)</p> <p>PE.1.1.3.h Volleys a lightweight object overhead sending it upward over the head. (E)</p> <p>PE.1.1.3.i Strikes an object with a short-handled implement, sending it upward.</p>	<p>PE.2.1.3.a Throws underhand using a mature pattern. (M)</p> <p>PE.2.1.3.b Throws overhand demonstrating 2 of 5 critical elements. (E)</p> <p>PE.2.1.3.c Passes with hands to a stationary partner. (E)</p> <p>PE.2.1.3.d Catches a self-tossed or well-thrown large ball with hands using 2 of 5 critical elements. (E)</p> <p>PE.2.1.3.e Dribbles continuously in self space with preferred hand, demonstrating 3 of 5 critical elements. (M)</p> <p>PE.2.1.3.f Dribbles using preferred hand while walking in general space. (E)</p> <p>PE.2.1.3.g Dribbles with feet in general space with control of ball and body. (E)</p> <p>PE.2.1.3.h Uses a continuous running approach and kicks a moving ball, demonstrating 3 of 5 critical elements. (E)</p> <p>PE.2.1.3.i Volleys an object underhand sending it upward with consecutive hits using</p>

	<p>(E)</p> <p>PE.1.1.3.j Strikes a ball with a bat off a tee or cone. (E)</p> <p>PE.1.1.3.k Jumps consecutively forward and backward using a self-turned rope with a mature pattern. (E)</p> <p>PE.1.1.3.l Jumps a long rope 3 times consecutively with teacher-assisted turning. (E)</p>	<p>3 of 5 critical elements. (E)</p> <p>PE.2.1.3.j Volleys a lightweight object overhead sending it upward with consecutive hits. (E)</p> <p>PE.2.1.3.k Strikes an object with a short-handled implement upward, using consecutive hits. (E)</p> <p>PE.2.1.3.l Strikes a ball with a bat off a tee or cone using correct grip and proper body orientation. (E)</p> <p>PE.2.1.3.m Jumps consecutively forward and backward using a self-turned rope with a mature pattern. (M)</p> <p>PE.2.1.3.n Jumps a long rope 5 times consecutively with student turners. (E)</p>
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STANDARD 2 Movement Concepts, Strategies, and Tactics

Kindergarten	First	Second
PE.2.1 Demonstrates knowledge of movement concepts in a variety of environments.		
<p>PE.K.2.1.a Differentiates between movement in self space and general space. (E)</p> <p>PE.K.2.1.b Moves to a rhythm in self space. (E)</p> <p>PE.K.2.1.c Travels in straight, curved, and zig zag pathways. (E)</p> <p>PE.K.2.1.d Travels at different speeds in general space. (E)</p>	<p>PE.1.2.1.a Moves in self-space and general space in response to a designated rhythm. (E)</p> <p>PE.1.2.1.b Travels at low, middle, and high levels. (E)</p> <p>PE.1.2.1.c Travels over, under, around, and through a variety of objects. (E)</p> <p>PE.1.2.1.d Differentiates between fast and slow speeds. (E)</p> <p>PE.1.2.1.e Differentiates between strong and light forces. (E)</p> <p>PE.1.2.1.f Moves in various directions (forward, backward, sideways) while traveling in general space. (E)</p>	<p>PE.2.2.1.a Combines locomotor skills in general space to a rhythm. (E)</p> <p>PE.2.2.1.b Combines shapes (e.g., narrow, wide, twisted, curved, asymmetrical and symmetrical) levels and pathways into simple travel, rhythmic, and tumbling sequences. (E)</p> <p>PE.2.2.1.c Varies speed and force with gradual increases and decreases. (E)</p>

STANDARD 3 Health-Related Physical Activity and Fitness

Kindergarten	First	Second
PE.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.		
PE.K.3.1.a Identifies active play opportunities outside of physical education class. (E)	PE.1.3.1.a Discusses the benefits of being physically active in structured (e.g., physical education class) or unstructured (e.g., recess) situations. (E)	PE.2.3.1.a Describes different opportunities outside of physical education class (e.g., recess, before and after school, at home, in the community, with friends, with family) to use large-motor and/or manipulative physical activities. (E)
PE.3.2 Engages in physical activity.		
PE.K.3.2.a Participates in physical activity in physical education class. (E)	PE.1.3.2.a Engages in physical activity in physical education class. (E)	PE.2.3.2.a Engages in physical activity in physical education class in response to instruction and practice. (E)
PE.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.		
PE.K.3.3.a Recognizes that moving fast increases heart rate and breathing. (E)	PE.1.3.3.a Identifies the heart as a muscle that grows stronger with exercise, active play, and physical activity. (E)	PE.2.3.3.a Recognizes the use of own body weight as resistance (e.g., plank, animal walks) for developing strength. (E) PE.2.3.3.b States the purpose of a warm-up and cool-down led by the teacher. (E)
PE.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.		
PE.K.3.4.a Recognizes that food provides energy for physical activity. (E)	PE.1.3.4.a Differentiates between healthy and unhealthy foods. (E)	PE.2.3.4.a Recognizes the impact of nutrition on physical activity. (E)

STANDARD 4 Responsible Behavior

Kindergarten	First	Second
PE.4.1 Exhibits personal responsibility in physical activity settings.		
PE.K.4.1.a Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (E) PE.K.4.1.b Acknowledges responsibility for behavior when prompted. (E)	PE.1.4.1.a Uses equipment and space appropriately. (E) PE.1.4.1.b Follows the rules and procedures of the learning environment. (E)	PE.2.4.1.a Practices skills with minimal teacher prompting. (E) PE.2.4.1.b Accepts responsibility for class expectations with behavior and performance. (E)
PE.4.2 Accepts and responds to specific corrective feedback from teacher and peers.		
PE.K.4.2.a Follows instructions when prompted. (E)	PE.1.4.2.a Responds appropriately to positive feedback from the teacher. (M)	PE.2.4.2.a Accepts positive corrective feedback from the teacher. (M)
PE.4.3 Exhibits responsible social behavior when working with others.		
PE.K.4.3.a Shares equipment and space with others. (E)	PE.1.4.3.a Works with others in a variety of class environments (e.g., small and large groups). (E)	PE.2.4.3.a Works with a partner with minimal teacher prompting. (E)
PE.4.4 Follows rules and demonstrates proper etiquette.		
PE.K.4.4.a Recognizes protocol for class activities. (E)	PE.1.4.4.a Displays the established protocol for class activities. (E)	PE.2.4.4.a Recognizes the importance of rules and etiquette in teacher-designed physical activities. (E)
PE.4.5 Participates safely in physical activities.		
PE.K.4.5.a Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (E)	PE.1.4.5.a Follows teacher directions for safe participation and proper use of equipment without reminders. (E)	PE.2.4.5.a Works independently and safely with or without equipment. (E)

STANDARD 5 Physical Activity Benefits

Kindergarten	First	Second
PE.5.1 Recognizes the benefits of physical activity for health.		
PE.K.5.1.a Recognizes that physical activity is important for good health. (E)	PE.1.5.1.a Identifies physical activity as a component of good health. (E)	PE.2.5.1.a Recognizes the relationship between physical activity and good health. (E)
PE.5.2 Recognizes the benefits of physical activity for challenge.		
PE.K.5.2.a Acknowledges that some physical activities are difficult/challenging. (E)	PE.1.5.2.a Accepts that challenge in physical activities can lead to success. (E)	PE.5.4.2.a Compares different physical activities that brings challenge and promotes confidence. (E)
PE.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.		
PE.K.5.3.a Identifies physical activities that are enjoyable. (E) PE.K.5.3.b Discusses the enjoyment of playing with friends. (E)	PE.1.5.3.a Describes positive feelings that result from participating in physical activities. (E) PE.1.5.3.b Discusses personal reasons for enjoying physical activities. (E)	PE.2.5.3.a Identifies physical activities that provide self-expression. (E)

3-5 HORIZONTAL TABLE OF STANDARDS

STANDARD 1 Physical Activity Skills and Movement Patterns		
Third	Fourth	Fifth
PE.1.1 Performs locomotor skills in a variety of environments.		
<p>PE.3.1.1.a Leaps using a mature pattern. (M)</p> <p>PE.3.1.1.b Differentiates between sprinting and running. (A)</p> <p>PE.3.1.1.c Jumps horizontally and lands from a stationary position using a mature pattern. (M)</p> <p>PE.3.1.1.d Jumps vertically and lands from a stationary position using a mature pattern. (M)</p> <p>PE.3.1.1.e Performs teacher-selected and developmentally appropriate dance steps. (M)</p> <p>PE.3.1.1.f Performs a sequence of locomotor skills smoothly. (E)</p>	<p>PE.4.1.1.a Performs various locomotor skills in different environments including rhythmic activities and tumbling. (A)</p> <p>PE.4.1.1.b Demonstrates the mature pattern for running distance. (A)</p> <p>PE.4.1.1.c Jumps horizontally and lands using a mature pattern specific to tumbling. (A)</p> <p>PE.4.1.1.d Jumps vertically and lands using a mature pattern specific to tumbling. (A)</p> <p>PE.4.1.1.e Combines locomotor movement patterns and dance steps to create and perform an original dance. (M)</p> <p>PE.4.1.1.f Demonstrates the combination of locomotor skills with manipulative skills (e.g., dribbling, throwing, catching, and striking). (M)</p>	<p>PE.5.1.1.a Combines locomotor and manipulative skills in a variety of small-sided game environments (A)</p> <p>PE.5.1.1.b Paces at a variety of running distances. (A)</p> <p>PE.5.1.1.c Jumps horizontally and lands in combination with other movements. (A)</p> <p>PE.5.1.1.d Jumps vertically and lands in combination with other movements. (A)</p> <p>PE.5.1.1.e Combines locomotor skills in cultural and/or creative dance (e.g., self and group) with correct rhythm and pattern. (A)</p> <p>PE.5.1.1.f Applies the combination of locomotor and manipulative skills in small-sided practice tasks. (A)</p>
PE.1.2 Performs non-locomotor skills in a variety of environments.		
<p>PE.3.1.2.a Balances on different bases of support, combining levels and shapes. (M)</p> <p>PE.3.1.2.b Transfers weight from feet to hands for momentary weight support. (M)</p>	<p>PE.4.1.2.a Balances in an inverted position with stillness and supportive base. (M)</p> <p>PE.4.1.2.b Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand,</p>	<p>PE.5.1.2.a Applies the combination of balance and weight transfer in tumbling. (A)</p> <p>PE.5.1.2.b Demonstrates weight transfer in tumbling. (A)</p>

<p>PE.3.1.2.c Rolls in a variety of shapes, levels, and directions. (M)</p> <p>PE.3.1.2.d Transitions from one balance to another with curling, stretching, twisting, and bending actions. (M)</p> <p>PE.3.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance individually. (E)</p> <p>PE.3.1.2.f Combines balance and weight transfers with movement concepts to create and perform a dance. (E)</p>	<p>cartwheel). (M)</p> <p>PE.4.1.2.c Applies rolling in a tumbling sequence. (A)</p> <p>PE.4.1.2.d Transitions from one balance to another with curling, stretching, twisting, and bending actions in a tumbling sequence. (M)</p> <p>PE.4.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (E)</p> <p>PE.4.1.2.f Combines traveling with balance and weight transfers to create a tumbling sequence. (E)</p>	<p>PE.5.1.2.c Applies rolling in a variety of environments (e.g., dance, games). (A)</p> <p>PE.5.1.2.d Applies curling, stretching, twisting, and bending in dance and tumbling. (A)</p> <p>PE.5.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (E)</p> <p>PE.5.1.2.f Combines tumbling skills with balance and weight transfers to create a tumbling sequence. (E)</p>
PE.1.3 Performs manipulative skills in a variety of environments.		
<p>PE.3.1.3.a Throws underhand to a partner or target using a mature pattern. (M)</p> <p>PE.3.1.3.b Demonstrates 3 of 5 critical elements of an overhand throw in a non-dynamic environment for distance and/or force. (E)</p> <p>PE.3.1.3.c Passes to a stationary partner, at various distances. (E)</p> <p>PE.3.1.3.d Catches a tossed ball from a partner demonstrating 4 of 5 critical elements. (E)</p> <p>PE.3.1.3.e Dribbles, with preferred hand, and travels in general space, at slow to moderate jogging speed, with control of ball and body.</p>	<p>PE.4.1.3.a Applies underhand throwing skills with different sizes and types of objects. (A)</p> <p>PE.4.1.3.b Throws overhand using a mature pattern in a non-dynamic environment. (M)</p> <p>PE.4.1.3.c Throws to a partner or target with accuracy at a designated distance. (E)</p> <p>PE.4.1.3.d Passes to a moving partner, at various distances. (M)</p> <p>PE.4.1.3.e Catches a thrown ball at various levels (e.g., overhand and underhand) using a mature pattern in a non-dynamic environment. (M)</p> <p>PE.4.1.3.f Dribbles, with both the preferred</p>	<p>PE.5.1.3.a Applies underhand throwing skills with different sizes and types of objects in small-sided games. (A)</p> <p>PE.5.1.3.b Throws overhand with accuracy in small-sided games. (M)</p> <p>PE.5.1.3.c Passes, with both partners moving, at various distances. (A)</p> <p>PE.5.1.3.d Catches a struck ball at all levels (e.g., overhand and underhand) in a non-dynamic environment. (A)</p> <p>PE.5.1.3.e Catches while both partners are moving. (A)</p> <p>PE.5.1.3.f Combines hand dribbling with other</p>

<p>(E)</p> <p>PE.3.1.3.f Dribbles with feet in general space at slow to moderate jogging speed with control of ball and body. (E)</p> <p>PE.3.1.3.g Receives a ball from a stationary partner, cushioning on reception before returning the pass. (E)</p> <p>PE.3.1.3.h Performs a continuous running approach and kicks a ball along the ground demonstrating 4 of 5 critical elements. (E)</p> <p>PE.3.1.3.i Performs a continuous running approach and kicks a ball in the air, demonstrating 4 of 5 critical elements. (E)</p> <p>PE.3.1.3.j Kicks a stationary ball for accuracy using a continuous running approach. (E)</p> <p>PE.3.1.3.k Punts a ball demonstrating 4 of 5 critical elements. (E)</p> <p>PE.3.1.3.l Volleys an object with an underhand or a sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner, demonstrating 4 of 5 critical elements. (E)</p> <p>PE.3.1.3.m Volleys a lightweight object with a two-hand overhead pattern, sending it upward, demonstrating 3 of 5 critical elements. (E)</p> <p>PE.3.1.3.n Strikes an object with a short-handled implement (e.g., racquet, paddle) sending it forward over a low net or to a wall, demonstrating 3 of 5 critical elements.</p>	<p>and the non-preferred hands, in self-space using a mature pattern. (M)</p> <p>PE.4.1.3.g Dribbles with feet in general space, with control of ball and body, while increasing and decreasing speed. (E)</p> <p>PE.4.1.3 h Passes and receives a ball with various parts of the feet (e.g., inside, outside, top) with a stationary partner, cushioning on reception before returning the pass. (E)</p> <p>PE.4.1.3.i Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (E)</p> <p>PE.4.1.3.j Kicks a ball along the ground using a mature pattern. (M)</p> <p>PE.4.1.3.k Kicks a ball in the air using a mature pattern. (M)</p> <p>PE.4.1.3.l Punts a ball using a mature pattern. (M)</p> <p>PE.4.1.3.m Volleys underhand using a mature pattern in a dynamic environment (e.g., 2-square, 4-square). (M)</p> <p>PE.4.1.3.n Volleys a lightweight ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of 5 critical elements. (E)</p> <p>PE.4.1.3.o Strikes an object with a short-handled implement (e.g., racquet, paddle) over a net or against a wall using a mature pattern. (M)</p>	<p>skills (e.g., passing, receiving, shooting) in a dynamic environment. (A)</p> <p>PE.5.1.3.g Combines foot dribbling with other skills (e.g., passing, receiving, shooting) using a mature pattern. (A)</p> <p>PE.5.1.3.h Passes and receives with the feet as both partners travel. (M)</p> <p>PE.5.1.3.i Dribbles with hands or feet with mature patterns in a variety of small-sided games. (E)</p> <p>PE.5.1.3.j Kicks in small-sided practice tasks using a mature pattern. (A)</p> <p>PE.5.1.3.k Punts in small-sided practice tasks. (A)</p> <p>PE.5.1.3.l Applies underhand volley in a dynamic environment using different sizes and types of balls. (A)</p> <p>PE.5.1.3.m Performs a forearm pass using 3 of 5 critical elements. (E)</p> <p>PE.5.1.3.n Volleys a lightweight ball, using a two-hand pattern, sending it upward to a target. (M)</p> <p>PE.5.1.3.o Strikes an object consecutively with a partner, using a short-handled implement, over a net or against a wall in a dynamic environment. (A)</p> <p>PE.5.1.3.p Combines striking with a long-handled implement (e.g., hockey stick, lacrosse stick) with receiving and traveling</p>
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<p>(E)</p> <p>PE.3.1.3.o Strikes an object with a long-handled implement, sending it forward using proper grip (e.g., hockey stick, bat, golf club). (E)</p> <p>PE.3.1.3.p Strikes a pitched ball with a bat using 3 of 5 critical elements. (E)</p> <p>PE.3.1.3.q Combines traveling with dribbling, throwing, catching, and striking in teacher-designed practice tasks. (E)</p> <p>PE.3.1.3.r Performs a variety of skills for long and short ropes. (E)</p> <p>PE.3.1.3.s Moves in and out of a turning long rope. (M)</p>	<p>PE.4.1.3.p Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (M)</p> <p>PE.4.1.3.q Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club), demonstrating 3 of 5 critical elements. (E)</p> <p>PE.4.1.3.r Strikes a pitched ball with a bat using 4 of 5 critical elements. (E)</p> <p>PE.4.1.3.s Combines traveling with dribbling, throwing, catching, and striking in teacher-and/or student-designed practice tasks. (E)</p> <p>PE.4.1.3.t Creates a jump rope routine with either a short or long rope. (A)</p>	<p>skills in practice tasks. (M)</p> <p>PE.5.1.3.q Strikes a pitched ball with a bat using a mature pattern. (M)</p> <p>PE.5.1.3.r Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, basketball; receiving a pass in flag football). (M)</p> <p>PE.5.1.3.s Creates a jump rope routine, with a partner or group, with either a short or long rope. (A)</p>
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STANDARD 2 Movement Concepts, Strategies, and Tactics

Third	Fourth	Fifth
PE.2.1 Demonstrates knowledge of movement concepts in a variety of environments.		
<p>PE.3.2.1.a Recognizes the concept of open space in a movement context. (E)</p> <p>PE.3.2.1.b Demonstrates pathways (e.g., straight, curved, zigzag), shapes, and levels, using locomotor skills in a variety of practice tasks. (E)</p> <p>PE.3.2.1.c Combines speed, direction, and force with skills. (M)</p> <p>PE.3.2.1.d Employs the concept of alignment in tumbling and dance. (E)</p> <p>PE.3.2.1.e Employs the concept of muscular tension with balance in tumbling and dance. (E)</p>	<p>PE.4.2.1.a Demonstrates the concept of open space with combination skills involving traveling within boundaries while changing speeds (e.g., dribbling and traveling). (M)</p> <p>PE.4.2.1.b Combines movement concepts with skills in small-sided practice tasks, tumbling, and dance environments. (M)</p> <p>PE.4.2.1.c Applies speed and force with pacing when running. (A)</p> <p>PE.4.2.1.d Applies direction and force when striking an object with a short-handled implement, sending it to a designated target. (M)</p> <p>PE.4.2.1.e Applies the concept of alignment in teacher-designed tumbling and dance sequences. (M)</p> <p>PE.4.2.1.f Applies the concept of muscular tension with balance in teacher-designed tumbling and dance. (M)</p>	<p>PE.5.2.1.a Combines spatial concepts with locomotor and manipulative skills in a variety of small-sided games and dance. (A)</p> <p>PE.5.2.1.b Combines movement concepts with skills in a variety of small-sided game environments, tumbling, and dance. (E & A)</p> <p>PE.5.2.1.c Applies speed, direction, and force to strategy in small-sided games. (A)</p> <p>PE.5.2.1.d Applies direction and force when striking an object with a long-handled implement, sending it to a designated target. (M)</p> <p>PE.5.2.1.e Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks. (A)</p> <p>PE.5.2.1.f Applies the concept of alignment in student-designed tumbling and dance sequences. (M)</p> <p>PE.5.2.1.g Applies the concepts of muscular tension with balance in student-designed tumbling and dance. (M)</p>
PE.2.2 Applies knowledge of strategies and tactics in a variety of environments.		
<p>PE.3.2.2.a Performs simple strategies and</p>	<p>PE.4.2.2.a Applies simple offensive and</p>	<p>PE.5.2.2.a Applies basic offensive and</p>

<p>tactics in chasing and fleeing activities. (E)</p> <p>PE.3.2.2.b Charts participation in physical activities outside physical education class. (E)</p>	<p>defensive strategies in chasing and fleeing activities. (M)</p> <p>PE.4.2.2 b Recognizes the types of kicks needed for different small-sided game situations and activities. (M)</p>	<p>defensive strategies and tactics in small-sided invasion games. (A)</p> <p>PE.5.2.2.b Applies basic offensive and defensive strategies and tactics in net/wall games. (A)</p> <p>PE.5.2.2.c Recognizes the types of throw, volley, or striking actions needed for different small sided game situations and activities. (M)</p>
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STANDARD 3 Health-Related Physical Activity and Fitness

Third	Fourth	Fifth
PE.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.		
PE.3.3.1.a Identifies benefits of physical activity to enhance health. (E)	PE.4.3.1.a Analyzes opportunities for participating in physical activity outside physical education class. (M)	PE.5.3.1.a Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (A)
PE.3.2 Engages in physical activity.		
PE.3.3.2.a Engages in physical activity in physical education class with teacher prompting. (E)	PE.4.3.2.a Engages in physical activity in physical education class without teacher prompting. (M)	PE.5.3.2.a Engages in both teacher-directed and independent physical education class activities. (A)
PE.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.		
<p>PE.3.3.3.a Describes the concept of fitness and provides examples of physical activity to enhance fitness. (E)</p> <p>PE.3.3.3.b Recognizes the importance of warm-up and cool-down for vigorous physical activity. (E)</p>	<p>PE.4.3.3.a Identifies the components of health-related fitness. (E)</p> <p>PE.4.3.3.b Demonstrates warm-up and cool-down for cardio-respiratory fitness self-evaluation. (M)</p>	<p>PE.5.3.3.a Differentiates between skill-related and health-related fitness. (M)</p> <p>PE.5.3.3.b Identifies and applies the need for warm-up and cool-down for various physical activities. (A)</p>
PE.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.		
<p>PE.3.3.4.a Demonstrates, with teacher direction, the health-related fitness components (e.g., push-up, curl-up, trunk lift, sit and reach). (E)</p> <p>PE.3.3.4.b Identifies foods that are beneficial before and after physical activity. (E)</p>	<p>PE.4.3.4.a Completes health-related fitness assessment (e.g., pre and post). (M)</p> <p>PE.4.3.4.b Utilizes assessment results with teacher assistance to identify components needing maintenance and/or remediation. (E)</p> <p>PE.4.3.4. c Identifies strategies for progress in remediation areas with teacher assistance.</p>	<p>PE.5.3.4.a Analyzes, with teacher assistance, results of health-related fitness assessment (e.g., pre and post), comparing results with criteria for good health. (A)</p> <p>PE.5.3.4.b Designs a goal-setting plan, with teacher assistance, to address ways to use physical activity to enhance and maintain fitness. (A)</p>

	(M) PE.4.3.4.d Discusses the importance of hydration and hydration choices for physical activities. (E)	PE.5.3.4.c Analyzes the impact of food choices for physical activity, youth sports, and personal health. (M)
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STANDARD 4 Responsible Behavior

Third	Fourth	Fifth
PE.4.1 Exhibits personal responsibility in physical activity settings.		
<p>PE.3.4.1.a Exhibits personal responsibility in teacher-directed activities. (M)</p> <p>PE.3.4.1.b Works independently for extended periods of time. (M)</p>	<p>PE.4.4.1.a Exhibits responsible behavior in independent group situations. (M)</p> <p>PE.4.4.1.b Reflects on personal and social behavior in physical activity settings. (M)</p>	<p>PE.5.4.1.a Engages in physical activity with responsible interpersonal behavior (e.g., peer-to-peer, student-to-teacher, student-to-referee). (M)</p> <p>PE.5.4.1.b Exhibits responsible behavior in a variety of physical activity contexts, environments, and facilities. (A)</p>
PE.4.2 Accepts and responds to specific corrective feedback from teacher and peers.		
<p>PE.3.4.2.a Accepts and implements positive corrective feedback from the teacher. (M)</p>	<p>PE.4.4.2.a Listens respectfully to specific corrective feedback from peers and adults. (M)</p> <p>PE.4.4.2.b Gives positive corrective feedback respectfully to peers when prompted. (E)</p>	<p>PE.5.4.2.a Gives specific corrective feedback respectfully to peers. (M)</p>
PE.4.3 Exhibits responsible social behavior when working with others.		
<p>PE.3.4.3.a Works cooperatively with others. (M)</p> <p>PE.3.4.3.b Praises others for their success in movement performance. (M)</p>	<p>PE.4.4.3.a Praises the movement performance of others with varying skill abilities. (M)</p> <p>PE.4.4.3.b Accepts players of varying skill levels into the physical activity. (M)</p>	<p>PE.5.4.3.a Accepts, recognizes, and actively involves others with varying abilities in physical activities and group projects. (A)</p>
PE.4.4 Follows rules and demonstrates proper etiquette.		
<p>PE.3.4.4.a Practices adherence to rules and etiquette in physical activity with peers. (E)</p>	<p>PE.4.4.4.a Exhibits etiquette and adherence to rules in a variety of physical activities. (E)</p>	<p>PE.5.4.4.a Critiques the etiquette involved in various game activities. (M)</p>

PE.4.5 Participates safely in physical activities.

PE.3.4.5.a Works independently and safely in physical activity settings. (M)

PE.4.4.5.a Works safely with peers and equipment in physical activity settings. (M)

PE.5.4.5.a Applies safety principles with age-appropriate physical activities. (A)

STANDARD 5 Physical Activity Benefits

Third	Fourth	Fifth
PE.5.1 Recognizes the benefits of physical activity for health.		
PE.3.5.1.a Discusses the relationship between physical activity and good health. (E)	PE.4.5.1.a Investigates the health benefits of participation in physical activity. (M)	PE.5.5.1.a Compares the health benefits of participating in selected physical activities. (A)
PE.5.2 Recognizes the benefits of physical activity for challenge.		
PE.3.5.2.a Discusses the challenges of learning a new physical activity. (E)	PE.4.5.2.a Rates the satisfaction of participating in challenging and mastered physical activities. (M)	PE.5.5.2.a Expresses the challenge of participating in a favorite physical activity. (A)
PE.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.		
PE.3.5.3.a Reflects on the reasons for enjoying selected physical activities. (M)	PE.4.5.3.a Ranks the enjoyment of participating in different physical activities. (M)	PE.5.5.3.a Analyzes different physical activities for self-expression and enjoyment. (A)
PE.5.4 Recognizes the benefits of physical activity for social interaction.		
PE.3.5.4.a Describes the positive social interactions when engaged with others in physical activity. (E)	PE.4.5.4.a Describes and compares the positive social interactions when engaged in partner, small group, and large group physical activities. (M)	PE.5.5.4.a Describes the social benefits gained from participating in physical activity. (M)

6-8 HORIZONTAL TABLE OF STANDARDS

STANDARD 1 Physical Activity Benefits		
Sixth	Seventh	Eighth
PE.1.1 Performs a variety of dance and rhythmic skills and activities with competency.		
<p>PE.6.1.1.a Moves to a beat or rhythm in a dance (e.g., line, folk, social, creative, world).</p> <p>PE.6.1.1.b Moves to a beat in a rhythmic activity (e.g., jump rope, cup stack, dance-fitness program, plyometric exercises).</p>	<p>PE.7.1.1.a Applies movement patterns to a beat or rhythm in a dance.</p> <p>PE.7.1.1.b Applies movement patterns to a beat in a rhythmic activity.</p>	<p>PE.8.1.1.a Creates a sequence of movements to a beat or rhythm in a dance.</p> <p>PE.8.1.1.b Creates a sequence of movements for a rhythmic activity.</p>
PE.1.2 Performs a variety of invasion and field game skills and activities with competency.		
<p>PE.6.1.2.a Throws with a mature pattern for distance, force, and speed in a variety of practice tasks (e.g., softball, basketball, football, disc golf).</p> <p>PE.6.1.2.b Catches a variety of objects with a mature pattern (e.g., softball, basketball, football, Frisbee).</p> <p>PE.6.1.2.c Passes an object with hands in combination with locomotor patterns and change of direction.</p> <p>PE.6.1.2.d Receives object with hands in combination with locomotor patterns and change of direction.</p> <p>PE.6.1.2.e Performs pivots, fakes, and jab steps correctly without defensive pressure (e.g., basketball, soccer, lacrosse, flag</p>	<p>PE.7.1.2.a Throws with a mature pattern within a dynamic environment for distance, force, and speed (e.g., softball, football, basketball, Frisbee).</p> <p>PE.7.1.2.b Catches a variety of objects with a mature pattern in a dynamic environment (e.g., softball, football, basketball, Frisbee).</p> <p>PE.7.1.2.c Passes an object with feet in combination with running, changing direction, and speed with competency.</p> <p>PE.7.1.2.d Receives object with feet in combination with running, changing direction, and speed.</p> <p>PE.7.1.2.e Performs pivots, fakes, and jab steps correctly with defensive pressure (e.g., basketball, soccer, lacrosse, flag football).</p>	<p>PE.8.1.2.a Throws with a mature pattern for distance, force, and speed in small-sided game play (e.g., softball, basketball, football, lacrosse, Frisbee).</p> <p>PE.8.1.2.b Catches using an implement with a mature pattern in small-sided game play (e.g., lacrosse, scoop).</p> <p>PE.8.1.2.c Passes an object with an implement in combination with running, changing direction, and speed with competency (e.g., hockey, lacrosse, scoop).</p> <p>PE.8.1.2.d Receives object with an implement in combination with running, changing direction, and speed (e.g., hockey, broomball).</p> <p>PE.8.1.2.e Performs pivots, fakes, and jab steps correctly in modified games (e.g.,</p>

<p>football).</p> <p>PE.6.1.2.f Dribbles with dominant hand using a change of speed and direction without defensive pressure in a variety of practice tasks (e.g., basketball).</p> <p>PE.6.1.2.g Foot-dribbles with control, changing speed and directions, in a variety of practice tasks (e.g., soccer).</p> <p>PE.6.1.2.h Dribbles with an implement with control, changing speed and directions in a variety of practice tasks (e.g., floor hockey, broomball).</p> <p>PE.6.1.2.i Shoots with a mature pattern appropriate to the activity (e.g., basketball, team handball, soccer).</p> <p>PE.6.1.2.j Maintains defensive ready position appropriate to the activity (e.g., basketball, volleyball, soccer, softball, flag football, wrestling).</p>	<p>PE.7.1.2.f Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks (e.g., basketball).</p> <p>PE.7.1.2.g Foot-dribbles combined with passing, changing speed and direction, in a variety of practice tasks (e.g., soccer).</p> <p>PE.7.1.2.h Dribbles with an implement combined with passing in a variety of practice tasks (e.g., floor hockey, broomball).</p> <p>PE.7.1.2.i Shoots with a mature pattern, power, and accuracy in a modified game (e.g., basketball, team handball, soccer).</p> <p>PE.7.1.2.j Maintains defensive ready position while moving, appropriate to the activity (e.g., basketball, volleyball, softball, flag football, wrestling).</p>	<p>basketball, soccer, lacrosse, flag football).</p> <p>PE.8.1.2.f Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play (e.g., basketball).</p> <p>PE.8.1.2.g Foot-dribbles combined with passing, changing speed and direction in small-sided game play (e.g., soccer).</p> <p>PE.8.1.2.h Dribbles with an implement combined with passing in modified games (e.g., floor hockey, broom ball).</p> <p>PE.8.1.2.i Shoots on goal using an implement with power and accuracy in a modified game (e.g., team handball, hockey and lacrosse).</p> <p>PE.8.1.2.j Utilizes drop step technique while defending (e.g., basketball, football, softball).</p>
<p>PE.1.3 Performs a variety of net and wall game skills and activities with competency.</p>		
<p>PE.6.1.3.a Performs a legal underhand serve.</p> <p>PE.6.1.3.b Strikes with a mature overhand pattern in non-dynamic environment (e.g., volleyball, handball, badminton, tennis).</p> <p>PE.6.1.3.c Strikes with mature pattern using the forehand and backhand strokes with a short-handled implement.</p> <p>PE.6.1.3.d Strikes using a forehand volley with mature pattern and control using an</p>	<p>PE.7.1.3.a Performs a legal underhand serve with accuracy to a target.</p> <p>PE.7.1.3.b Strikes with a mature overhand pattern in a dynamic environment (e.g., volleyball, handball, badminton, tennis).</p> <p>PE.7.1.3.c Strikes with mature pattern using the forehand and backhand strokes with a long-handled implement.</p> <p>PE.7.1.3.d Performs forehand and backhand</p>	<p>PE.8.1.3.a Performs a legal underhand serve with accuracy in a modified game.</p> <p>PE.8.1.3.b Strikes with a mature overhand pattern in a modified game (e.g., volleyball, handball, badminton, tennis).</p> <p>PE.8.1.3.c Strikes with mature pattern, using the forehand and backhand strokes with a short- or long-handled implement with accuracy, in a modified game.</p>

<p>implement.</p> <p>PE.6.1.3.e Performs overhead two-hand volley with control. PE.6.1.3.f Performs a forearm pass with a mature pattern.</p>	<p>volleys with mature pattern and control using an implement.</p> <p>PE.7.1.3.e Performs overhead two-hand volley with control. PE.7.1.3.f Performs a forearm pass with a mature pattern to a partner.</p>	<p>PE.8.1.3.d Applies forehand and backhand volleys with a mature pattern and control using an implement in a modified game.</p> <p>PE.8.1.3.e Executes overhead two-hand volley with control in a modified game.</p> <p>PE.8.1.3.f Performs a forearm pass with a mature pattern and control in a modified game.</p>
PE.1.4 Performs a variety of target game skills and activities with competency.		
<p>PE.6.1.4.a Throws underhand with a mature pattern in activity specific tasks (e.g., soccer, softball, bowling, bocce, horseshoes).</p> <p>PE.6.1.4.b Strikes, with an implement, a stationary object (e.g., croquet, golf, shuffleboard).</p>	<p>PE.7.1.4.a Throws underhand with a mature pattern consistently in a modified target game.</p> <p>PE.7.1.4.b Strikes, with an implement, a stationary object for accuracy (e.g., croquet, golf, shuffleboard).</p>	<p>PE.8.1.4.a Throws underhand for accuracy and control with a mature pattern in a modified target game.</p> <p>PE.8.1.4.b Strikes, with an implement, a stationary object for accuracy and distance (e.g., croquet, golf, shuffleboard).</p>
PE.1.5 Performs a variety of fielding/striking game skills and activities with competency.		
<p>PE.6.1.5.a Strikes a pitched ball with an implement with a mature pattern.</p> <p>PE.6.1.5.b Catches with hands using a mature pattern, from different trajectories, using a variety of balls in varying practice tasks.</p>	<p>PE.7.1.5.a Strikes a pitched ball to an open space in a variety of practice tasks.</p> <p>PE.7.1.5.b Catches with hands with a mature pattern, from different trajectories using a variety of balls in small-sided games.</p>	<p>PE.8.1.5.a Strikes a pitched ball with power with an implement to an open space in a variety of small-sided games.</p> <p>PE.8.1.5.b Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.</p>
PE.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.		
<p>PE.6.1.6.a Demonstrates correct technique for basic skills in one self-selected outdoor activity (e.g., fishing, archery, wall climbing, geocaching, bicycling).</p> <p>PE.6.1.6.b Demonstrates correct technique</p>	<p>PE.7.1.6.a Demonstrates correct technique for a variety of skills in one self-selected outdoor activity (e.g., fishing, archery, wall climbing, geocaching, bicycling).</p> <p>PE.7.1.6.b Demonstrates correct technique</p>	<p>PE.8.1.6.a Demonstrates correct technique for a variety of skills in two self-selected outdoor activities (e.g., fishing, archery, wall climbing, geocaching, bicycling).</p> <p>PE.8.1.6.b Demonstrates correct technique</p>

for basic skills in one self-selected activity (e.g., wrestling, track and field, skating, tumbling).

for a variety of skills in one self-selected activity (e.g., wrestling, track and field, skating, tumbling).

for a variety of skills in two self-selected activities (e.g., wrestling, track and field, skating, tumbling).

STANDARD 2 Physical Activity Benefits

Sixth	Seventh	Eighth
PE.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance and rhythms.		
PE.6.2.1.a Varies application of force during dance or rhythmic activities.	PE.7.2.1.a Applies Newton's laws of motion to various dance or movement activities.	PE.8.2.1.a Describes and applies mechanical advantage(s) for a variety of movement patterns.
PE.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.		
<p>PE.6.2.2.a Creates space through locomotor movements appropriate to the activity.</p> <p>PE.6.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense.</p>	<p>PE.7.2.2.a Reduces space through locomotor movements appropriate to the activity.</p> <p>PE.7.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense, communicating with teammates.</p>	<p>PE.8.2.2.a Creates and reduces space using a variety of passes and offensive tactics during modified games (e.g., pivots, fakes, give and go).</p> <p>PE.8.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense, communicating with teammates, and capitalizing on opportunities.</p>
PE.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.		
<p>PE.6.2.3.a Creates space when hitting with a short-handled implement by varying force and direction.</p> <p>PE.6.2.3.b Reduces offensive options for opponents by returning to midcourt position.</p>	<p>PE.7.2.3.a Creates space when hitting with long-handled implement by varying force and direction and moving opponent from side to side.</p> <p>PE.7.2.3.b Selects offensive shot based on the opponent's location.</p>	<p>PE.8.2.3.a Creates space when hitting with either a long- or short-handled implement by varying force or direction or by moving the opponent side-to-side and/or forward and back.</p> <p>PE.8.2.3.b Varies placement, force and timing of return to prevent anticipation by opponent.</p>
PE.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.		

PE.6.2.4.a Selects appropriate shot and/or implement based on location of the object in relation to the target.	PE.7.2.4.a Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	PE.8.2.4.a Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.
PE.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games.		
PE.6.2.5.a Identifies open spaces and attempts to strike object into that space.	PE.7.2.5.a Utilizes a variety of shots to hit to an open space.	PE.8.2.5.a Identifies sacrifice situations and attempts to advance a teammate.
PE.6.2.5.b Identifies the correct defensive play based on the situation (e.g., number of outs).	PE.7.2.5.b Selects the correct defensive play based on the situation (e.g., number of outs).	PE.8.2.5.b Reduces open spaces in the field by working with teammates to maximize coverage.
PE.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits.		
PE.6.2.6.a Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others.	PE.7.2.6.a Analyzes the situation and makes adjustments to ensure the safety of self and others.	PE.8.2.6.a Implements safe protocols in self-selected outdoor activities.

STANDARD 3 Physical Activity Benefits

Sixth	Seventh	Eighth
PE.3.1 Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity.		
<p>PE.6.3.1.a Explains how being physically active leads to a healthy body.</p> <p>PE.6.3.1.b Describes the difference between aerobic and anaerobic capacity in order to participate, in a variety of activities with moderate to vigorous intensity, for a minimum of 60 minutes a day.</p>	<p>PE.7.3.1.a Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p>	<p>PE.8.3.1.a Explains the connections between health-related fitness and overall physical and mental health.</p>
PE.3.2 Engages in physical activity.		
<p>PE.6.3.2.a Participates in a variety of body weight strength and endurance fitness activities.</p> <p>PE.6.3.2.b Participates in a variety of aerobic fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).</p> <p>PE.6.3.2.c Participates in a variety of lifetime recreational team sports, outdoor pursuits, and/or dance activities.</p>	<p>PE.7.3.2.a Participates in a variety of activities with moderate to vigorous intensity for a minimum of 60 minutes a day.</p> <p>PE.7.3.2.b Participates in a variety of strength and muscular endurance fitness activities using body weight (e.g., resistance bands).</p> <p>PE.7.3.2.c Participates in a variety of aerobic-fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).</p> <p>PE.7.3.2 d Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.</p>	<p>PE.8.3.2.a Participates in a variety of activities with moderate to vigorous intensity for a minimum of 60 minutes a day.</p> <p>PE.8.3.2.b Plans and creates, with teacher assistance, a variety of strength and muscular endurance activities using body weight and light free-weights.</p> <p>PE.8.3.2.c Participates in a variety of aerobic fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).</p> <p>PE.8.3.2.d Participates in self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day.</p>
PE.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.		

<p>PE.6.3.3.a Describes the components of skill-related fitness.</p> <p>PE.6.3.3.b Sets and monitors a self-selected fitness goal.</p> <p>PE.6.3.3.c Describes the role of warm-ups and cool-downs through dynamic movement.</p> <p>PE.6.3.3.d Employs correct techniques and methods of stretching.</p> <p>PE.6.3.3.e Identifies each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.</p> <p>PE.6.3.3.f Defines resting heart rate and describes its relationship to aerobic fitness and Borg Rating of Perceived Exertion (RPE) scale.</p> <p>PE.6.3.3.g Performs multi-joint and single-joint resistance training movements.</p> <p>PE.6.3.3.h Identifies the concepts of muscular strength exercises and the relationship between incorrect technique and injury.</p> <p>PE.6.3.3.i Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.</p> <p>PE.6.3.3.j Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.</p>	<p>PE.7.3.3.a Distinguishes between health-related and skill-related fitness.</p> <p>PE.7.3.3.b Adjusts amount of physical activity based on quantity of exercise to maintain and/or improve fitness levels.</p> <p>PE.7.3.3.c Designs a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity</p> <p>PE.7.3.3.d Describes the overload principles of Frequency, Intensity, Time, and Type (FITT) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.</p> <p>PE.7.3.3.e Defines how the Borg Rating of Perceived Exertion (RPE) scale can be used to determine the perception of the work effort or intensity of exercise.</p> <p>PE.7.3.3.f Performs a variety of single-joint and multi-joint movements in resistance training with an implement.</p> <p>PE.7.3.3.g Performs appropriate techniques related to muscular strength and endurance to ensure safety and injury prevention.</p> <p>PE.7.3.3.h Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.</p> <p>PE.7.3.3.i Maintains a physical activity log and nutrition log for at least two weeks, and reflects on activity levels and nutrition as</p>	<p>PE.8.3.3.a Compares and contrasts physical activities based on their contributions to health-related fitness components.</p> <p>PE.8.3.3.b Uses available technology to self-monitor quantity of exercise and enhance current fitness level.</p> <p>PE.8.3.3.c Designs and implements a variety of warm-up/cool-down regimens with a variety of dynamic and static stretches for multiple activities.</p> <p>PE.8.3.3.d Uses the overload principle in preparing a personal workout.</p> <p>PE.8.3.3.e Defines how the Borg Rate of Perceived Exertion (RPE) scale can be used to adjust workout intensity during physical activity.</p> <p>PE.8.3.3.f Performs a variety of single-joint and multi-joint movements in resistance training with an appropriately selected resistance.</p> <p>PE.8.3.3.g Identifies technical resistance progressions and determines corrections that are necessary for injury prevention and health promotion.</p> <p>PE.8.3.3.h Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.</p> <p>PE.8.3.3.i Designs and implements a program to improve levels of health-related fitness and nutrition.</p>
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	documented in the log.	
PE.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.		
PE.6.3.4.a Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	PE.7.3.4.a Develops strategies for balancing healthy food, snacks and water intake, along with physical activity.	PE.8.3.4.a Describes the relationship between poor nutrition and health risk factors.
PE.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.		
PE.6.3.5.a Identifies positive and negative results of stress and appropriate ways of dealing with each.	PE.7.3.5.a Practices strategies for dealing with stress (e.g., deep breathing, guided visualization, aerobic exercise).	PE.8.3.5.a Performs basic movements used in other stress-reducing activities (e.g., yoga, tai chi).

STANDARD 4 Physical Activity Benefits

Sixth	Seventh	Eighth
PE.4.1 Exhibits personal responsibility in physical activity settings.		
PE.6.4.1.a Exhibits personal responsibility through appropriate etiquette, respect for facilities and equipment, and safe behaviors.	PE.7.4.1.a Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	PE.8.4.1.a Accepts responsibility for personal and social behaviors and improving ones' own level of physical activity and fitness.
PE.4.2 Accepts and responds to specific corrective feedback from teacher and peers.		
PE.6.4.2.a Implements specific corrective feedback to improve performance.	PE.7.4.2.a Provides positive corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.	PE.8.4.2.a Provides encouragement and positive feedback to peers without prompting from the teacher.
PE.4.3 Exhibits responsible social behavior when working with others.		
<p>PE.6.4.3.a Accepts differences among classmates in physical development, maturation, and varying skill levels by providing positive encouragement.</p> <p>PE.6.4.3.b Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.</p>	<p>PE.7.4.3 a Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p>PE.7.4.3.b Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.</p> <p>PE.7.4.3.c Problem solves with a small group of classmates during adventure activities, game play, or team building activities.</p>	<p>PE.8.4.3.a Responds appropriately to participants' behavior during physical activity by using rules and guidelines for resolving conflict.</p> <p>PE.8.4.3.b Employs critical thinking skills to solve problems and make decisions.</p>
PE.4.4 Follows rules and demonstrates proper etiquette.		
PE.6.4.4.a Implements the rules and etiquette	PE.7.4.4.a Self-officiates modified physical	PE.8.4.4.a Officiates modified physical

<p>for physical activities, games, and dance activities.</p>	<p>activities and games.</p> <p>PE.7.4.4.b Demonstrates appropriate behaviors and etiquette while observing and performing dance.</p>	<p>activities and games.</p> <p>PE.8.4.4.b Creates dance routines applying appropriate behavior and etiquette observing, creating, and performing dance.</p>
<p>PE.4.5 Participates safely in physical activities.</p>		
<p>PE.6.4.5.a Uses physical activity and fitness equipment appropriately and safely with teacher guidance.</p> <p>PE.6.4.5.b Applies specific safety concerns associated with the activity with teacher guidance.</p>	<p>PE.7.4.5.a Independently uses physical activity and fitness equipment appropriately and safely.</p> <p>PE.7.4.5.b Applies specific safety concerns associated with the activity in individual practice.</p>	<p>PE.8.4.5.a Independently uses physical activity and fitness equipment appropriately.</p> <p>PE.8.4.5.b Identifies specific safety associated with the physical activity.</p> <p>PE.8.4.5.c Applies specific safety concerns associated with the activity when practicing with peers.</p>

STANDARD 5 Physical Activity Benefits

Sixth	Seventh	Eighth
PE.5.1 Recognizes the benefits of physical activity for health.		
<p>PE.6.5.1.a Identifies different types of physical activities and describes how each positively impacts health.</p> <p>PE.6.5.1.b Explains how physical activity provides opportunities for reducing stress.</p>	<p>PE.7.5.1.a Identifies examples of activities that enhance each of the five components of health-related fitness.</p> <p>PE.7.5.1.b Participates in a variety of physical activities to experience positive mental and emotional benefits.</p>	<p>PE.8.5.1.a Explains the connections between fitness and overall physical and mental health.</p> <p>PE.8.5.1.b Analyzes the empowering consequences of being physically active as it relates to physical, social, and mental/emotional health.</p>
PE.5.2 Recognizes the benefits of physical activity for challenge.		
<p>PE.6.5.2.a Recognizes individual challenges in physical activity and copes in a positive way (e.g., extending effort, asking for help or feedback, modifying the tasks).</p>	<p>PE.7.5.2.a Generates positive strategies when faced with a group challenge in physical activity (e.g., offering suggestions or assistance, leading, or following others and providing possible solutions).</p>	<p>PE.8.5.2.a Develops a plan of action for challenge in physical activity and makes appropriate decisions based on that plan.</p>
PE.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.		
<p>PE.6.5.3.a Associates physical activity with enjoyment.</p> <p>PE.6.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>PE.6.5.3.c Identifies the relationship between self-expression and physical activity.</p>	<p>PE.7.5.3.a Enjoys self-selected physical activities.</p> <p>PE.7.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>PE.7.5.3.c Explains the relationship between self-expression and lifelong enjoyment through physical activity.</p>	<p>PE.8.5.3.a Enjoys self-selected physical activities.</p> <p>PE.8.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>PE.8.5.3.c Identifies and participates in an enjoyable activity that prompts individual expression.</p>
PE.5.4 Recognizes the benefits of physical activity for social interaction.		

PE.6.5.4.a Respects self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity (e.g., sportsmanship).

PE.7.5.4.a Demonstrates the importance of social interactions by helping and encouraging others, avoiding negative comments and providing support to classmates.

PE.8.5.4.a Exhibits respect for self by asking for help and helping others in various physical activities.

HIGH SCHOOL - HORIZONTAL TABLE OF STANDARDS

PE.HS.1 Foundations For Physical Education and Fitness

PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.1.1.a Performs and/or refines activity-specific movement skills in four or more lifetime activities (e.g., outdoor pursuits, aquatics, net games, individual performance activities).

PE.HS.1.1.b Demonstrates proficiency in multiple skills in a variety of health-related activities (e.g., running, core exercises, yoga, resistance training).

PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.1.2.a Applies the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.

PE.HS.1.2.b Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion, rotation).

PE.HS.1.2.c Creates a practice plan to improve performance of a self-selected skill.

PE.HS.1.2.d Discusses the benefits of a physically active lifestyle throughout the life cycle.

PE.HS.1.2.e Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

PE.HS.1.2.f Identifies issues associated with exercising in heat, humidity and cold.

PE.HS.1.2.g Analyzes the benefits, social support network, and participation requirements of activities that can be pursued in the local environment.

PE.HS.1.2.h Evaluates risks and safety factors that might impact physical activity preferences throughout the lifespan.

PE.HS.1.2.i Identifies types of strength exercises (e.g., isometric, concentric, eccentric) for personal fitness development (e.g., strength, endurance, range of motion).

PE.HS.1.2.j Identifies stretching exercises (e.g., static, proprioceptive neuromuscular facilitation {PNF}, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

PE.HS.1.2.k Calculates target heart rate and applies that information to personal fitness.

PE.HS.1.2.l Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle.

PE.HS.1.2.m Designs and implements a fitness program that includes all components of health related fitness.

PE.HS.1.2.n Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.

PE.HS.1.2.o Researches stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation).

PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.1.3.a Exhibits etiquette, respect for others, and teamwork while engaging in physical activity.

PE.HS.1.3.b Utilizes communication skills and strategies that promote team/group dynamics.

PE.HS.1.3.c Solves problems and thinks critically in physical activity, both as an individual and in groups.

PE.HS.1.3.d Applies best practices for participating safely in physical activity (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

PE.HS.1.3.e Analyzes the health benefits of a self-selected physical activity.

PE.HS.1.3.f Chooses an appropriate level of challenge to experience success and desire to participate in self-selected physical activity.

PE.HS.1.3.g Selects and participates in physical activities that meet the need for self-expression and enjoyment.

PE.HS.2 Beginning Swimming

PE.HS.2.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.2.1.a Attempts basic swimming strokes (e.g., sidestroke, elementary backstroke, front crawl, and backstroke).

PE.HS.2.1.b Performs basic survival skills and drown-proofing techniques (e.g., treading, floating, water entries, lifejacket protocol).

PE.HS.2.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.2.2.a Participates in water recreation games and activities to enhance fitness (e.g., water aerobics/exercises, water volleyball, water baseball).

PE.HS.2.2.b Identifies the health benefits of swimming and aquatic activities (e.g., health-related components, low impact, rehabilitation).

PE.HS.2.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.2.3.a Exhibits etiquette, respect for others and teamwork while engaging in aquatic activities.

PE.HS.2.3.b Applies best practices for participating safely in and around aquatic activities (e.g., safe entry, walking on the deck, space awareness, lifejacket protocol).

PE. HS.3 Intermediate/Advanced Swimming

PE.HS.3.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.3.1.a Performs basic swimming strokes (e.g., sidestroke, elementary backstroke, front crawl, and backstroke).

PE.HS.3.1.b Executes in water skills (e.g., turns, flag count).

PE.HS.3.1.c Executes near-water skills (e.g., starts, board approach).

PE.HS.3.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.3.2.a Participates in water recreation games and activities to enhance fitness (e.g., water aerobics/exercises, water volleyball, water polo, kayaking, paddle boarding, yoga, dance).

PE.HS.3.2.b Designs and implements personal workouts and fitness goals in an aquatic environment (e.g., warm up, workout, cool down, Frequency, Intensity, Type, and Time {FITT}).

PE.HS.3.2.c Analyzes the health benefits of self-selected aquatic activities (e.g., health-related components, disease prevention, heart rate, target heart rate zone).

PE.HS.3.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.3.3.a Exhibits etiquette, respect for others, and teamwork while engaging in aquatic activities.

PE.HS.3.3.b Employs effective self-management skills to analyze individual barriers and modify aquatic activity patterns as needed.

PE.HS.3.3.c Performs appropriate water safety skills (e.g., safe entry, lane etiquette, diving, space awareness, reach or throw, don't go, flag count).

PE.HS.4 Fitness Swimming and Aquatic Activities

PE.HS.4.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.4.1.a Performs four competitive strokes (e.g., butterfly, backstroke, breaststroke, front crawl).

PE.HS.4.1.b Executes in water skills (e.g., turns, flag count, survival using clothing for flotation).

PE.HS.4.1.c Executes near water skills (e.g., starts, board approach with flight, sizing paddles).

PE.HS.4.1.d Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in selected aquatic skills.

PE.HS.4.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.4.2.a Designs and implements a plan to improve performance and/or maintain a healthy and active lifestyle (e.g., workouts, fin & paddle use, water exercise courses in community).

PE.HS.4.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.4.3.a Exhibits etiquette, respect for others and teamwork while engaging in aquatic activities.

PE.HS.4.3.b Selects an appropriate level of challenge to experience success and desire to participate in a self-selected aquatic activity.

PE.HS.4.3.c Utilizes communication skills and implements strategies that promote team/group dynamics in aquatic environments.

PE.HS.5 Introduction to Strength and Conditioning

PE.HS.5.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.5.1.a Performs technique for beginning resistance training and/or free-weight exercises.

PE.HS.5.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.5.2.a Identifies and implements components of an appropriate effective strength and conditioning program.

PE.HS.5.2.b Identifies and uses the major muscle groups in specific exercises.

PE.HS.5.2.c Applies the terminology associated with exercise and participation in beginning strength and conditioning activities.

PE.HS.5.2.d Analyzes the validity of claims made by commercial products and programs pertaining to strength and conditioning.

PE.HS.5.2.e Analyzes and applies technology and social media as tools for supporting a strength and conditioning program.

PE.HS.5.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.5.3.a Applies best practices for participating safely in beginning strength and conditioning exercises.

PE.HS.5.3.b Selects an appropriate level of challenge to experience success and desire to participate in beginning strength and conditioning environments.

PE.HS.5.3.c Exhibits etiquette, respect for others, and teamwork while engaging in beginning strength and conditioning environments.

PE.HS.6 Intermediate Strength and Conditioning

PE.HS.6.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.6.1.a Performs technique for intermediate resistance training and free-weight exercises.

PE.HS.6.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.6.2.a Identifies and performs types of strength exercises (e.g., isometric, concentric, eccentric) for personal fitness (e.g., strength, endurance, range of motion).

PE.HS.6.2.b Identifies and performs types of stretching exercises (e.g., static, proprioceptive neuromuscular facilitation {PNF}, dynamic) for personal fitness (e.g., strength, endurance, range of motion).

PE.HS.6.2.c Designs a strength and conditioning program, including all components of health-related fitness as it relates to living a healthy and active adult lifestyle.

PE.HS.6.2.d Evaluates claims of commercial products and programs for strength and conditioning.

PE.HS.6.2.e Analyzes and applies technology and social media as tools for supporting a strength and conditioning program.

PE.HS.6.2.f Applies the terminology associated with exercise and participation in intermediate strength and conditioning programs.

PE.HS.6.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.6.3.a Applies best practices for participating safely in intermediate strength and conditioning exercises.

PE.HS.6.3.b Exhibits etiquette, respect for others, and teamwork while engaging in intermediate strength and conditioning environments.

PE.HS.6.3.c Employs effective self-management skills to analyze barriers and modify intermediate strength and conditioning activities as needed to meet individual needs.

PE.HS.7 Advanced Strength and Conditioning

PE.HS.7.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.7.1.a Performs technique for advanced resistance training and free-weight exercises.

PE.HS.7.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.7.2.a Analyzes and improves performance of self and/or others in a strength and conditioning exercise using movement concepts and principles (e.g., force, motion, rotation).

PE.HS.7.2.b Designs and implements a personal strength and conditioning program that supports a healthy, active lifestyle.

PE.HS.7.2.c Selects and performs exercises that use the different energy systems (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).

PE.HS.7.2.d Applies basic knowledge of energy systems for improving physical fitness.

PE.HS.7.2.e Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.

PE.HS.7.2.f Creates and maintains a strength and conditioning portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

PE.HS.7.2.g Analyzes and applies technology and social media as tools for supporting a strength and conditioning program.

PE.HS.7.2.h Applies the terminology associated with exercise and participation in advanced strength and conditioning programs.

PE.HS.7.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.7.3.a Applies best practices for participating safely in advanced strength and conditioning exercises.

PE.HS.7.3.b Exhibits etiquette, respect for others and teamwork while engaging in advanced strength and conditioning environments.

PE.HS.7.3.c Employs effective self-management skills to analyze barriers and modify advanced strength and conditioning activities as needed to meet individual needs.

PE.HS.8 Aerobic Training

PE.HS.8.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.8.1.a Performs multiple skills in a variety of different aerobic activities.

PE.HS.8.1.b Demonstrates the correct technique associated with a variety of different activities within aerobic training.

PE.HS.8.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.8.2.a Identifies and applies the movement concepts and principles utilized for the improvement of performance.

PE.HS.8.2.b Identifies a variety of aerobic activities that can be pursued in the local environment in order to evaluate the benefits of each activity for future personal use.

PE.HS.8.2.c Isolates muscle groups that correspond with exercises performed.

PE.HS.8.2.d Utilizes appropriate terminology associated with aerobic activities.

PE.HS.8.2.e Researches the benefits of aerobic activity as it pertains to a healthy adult lifestyle.

PE.HS.8.2.f Evaluates the validity of commercial products and services focusing on aerobic activity and a healthy lifestyle.

PE.HS.8.2.g Identifies and utilizes technology tools and social media resources that are effective for instruction and enhancement of specific aerobic training.

PE.HS.8.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.8.3.a Exhibits etiquette, behavior, and respect for others while engaging in aerobic activity.

PE.HS.8.3.b Develops and maintains a portfolio including personal needs assessments, goal setting, and activity plans to improve and maintain aerobic fitness.

PE.HS.8.3.c Selects and performs multiple aerobic activities which provide enjoyment.

PE.HS.8.3.d Chooses and performs at an appropriate level of challenge to experience success and desire to participate in self-selected physical activity.

PE.HS.8.3.e Analyzes the health benefits of a self-selected physical activity within aerobic training.

PE.HS.8.3.f Differentiates between personal characteristics necessary to media portrayals of idealized body images and elite performance levels in relation to achieving and maintaining a healthy level of fitness.

PE.HS.9 Advanced Aerobic Training

PE.HS.5.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.9.1.a Performs multiple skills in a variety of aerobic activities.

PE.HS.9.1.b Executes multiple techniques in a variety of resistance training activities.

PE.HS.5.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.9.2.a Applies terminology associated with aerobic activities and resistance training.

PE.HS.9.2.b Analyzes and improves performance of self and others utilizing movement concepts and principles.

PE.HS.9.2.c Researches the benefits of aerobic and resistance training activities as they relate to living a healthy, active adult lifestyle.

PE.HS.9.2.d Evaluates the validity of commercial products and programs pertaining to aerobic and resistance training activities.

PE.HS.9.2.e Applies technology and social media as tools for supporting a healthy, active lifestyle.

PE.HS.9.2.f Creates a plan, trains for, and participates in a community event.

PE.HS.5.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.9.3.a Exhibits etiquette, respect for others, and teamwork while engaging in aerobic and resistance activities.

PE.HS.9.3.b Analyzes the health benefits of a self-selected aerobic activity.

PE.HS.9.3.c Applies best practices for participating safely in aerobic and resistance training activities.

PE.HS.10 Introduction to Dance

PE.HS.10.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.10.1.a Executes technical skills in a variety of dance forms (e.g., ballet, modern, hip-hop, line, jazz, ballroom).

PE.HS.10.1.b Creates and performs dance phrases to communicate ideas, images, feelings, and experiences based on inspiration from a variety of sources (e.g., create and perform a dance phrase based on a favorite song, poem, art piece).

PE.HS.10.1.c Choreographs and performs a dance in collaboration with others.

PE.HS.10.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.10.2.a Analyzes similarities and differences in various dance forms.

PE.HS.10.2.b Choreographs a dance in collaboration with others.

PE.HS.10.2.c Performs a dance individually or with others.

PE.HS.10.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.10.3.a Applies appropriate behavior and etiquette to create and perform a variety of dance forms.

PE.HS.10.3.b Selects and participates in dance that meets the need for self-expression and enjoyment.

PE.HS.10.3.c Identifies the opportunity for social support in dance.

PE.HS.11 Hip-Hop Dance

PE.HS.11.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.11.1.a Implements dance elements within hip-hop dance.

PE.HS.11.1.b Creates and performs a dance sequence that uses a variety of hip-hop dance elements to implement simple choreographic structures and principles to fulfill choreographic intent.

PE.HS.11.1.c Choreographs and performs a hip-hop dance.

PE.HS.11.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.11.2.a Analyzes similarities and differences in various hip-hop dance forms.

PE.HS.11.2.b Applies dance terminology used to communicate in hip-hop dance.

PE.HS.11.2.c Choreographs a hip-hop dance in collaboration with others.

PE.HS.11.2.d Performs a hip-hop dance individually or with others.

PE.HS.11.2.e Identifies hip-hop dance opportunities that can be pursued in the local environment.

PE.HS.11.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.11.3.a Applies appropriate behavior and etiquette to create and perform hip-hop dance.

PE.HS.11.3.b Identifies the uniqueness of hip-hop dance as a means of self-expression.

PE.HS.11.3.c Selects and participates in hip-hop dance that meets the need for self-expression and enjoyment.

PE.HS.11.3.d Identifies the opportunity for social support in hip-hop dance.

PE.HS.12 Ballroom Dance

PE.HS.12.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.12.1.a Executes technical skills in ballroom dance forms used for cultural and social occasions.

PE.HS.12.1.b Creates and performs a dance sequence that uses a variety of ballroom dance elements to implement simple choreographic structures and principles to fulfill choreographic intent.

PE.HS.12.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.12.2.a Analyzes similarities and differences in various ballroom dance forms.

PE.HS.12.2.b Applies dance terminology used to communicate in ballroom dance.

PE.HS.12.2.c Identifies examples of social and technical dance forms.

PE.HS.12.2.d Identifies ballroom dance opportunities that can be pursued in the local environment.

PE.HS.12.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.12.3.a Applies appropriate behavior and etiquette to create and perform ballroom dance.

PE.HS.12.3.b Identifies the uniqueness of ballroom dance as a means of self-expression.

PE.HS.12.3.c Selects and participates in ballroom dance that meets the need for self-expression and enjoyment.

PE.HS.12.3.d Identifies the opportunity for social support in ballroom dance.

PE.HS.13 Performance Dance

PE.HS.13.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.13.1.a Creates and performs a dance sequence that uses a variety of dance elements to implement simple choreographic structures.

PE.HS.13.1.b Improvises to create and perform choreography with others (e.g., create cohesive transitions between phrases).

PE.HS.13.1.c Performs a choreographed dance individually and/or with others.

PE.HS.13.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.13.2.a Analyzes similarities and differences in various dance forms.

PE.HS.13.2.b Applies dance terminology to describe how elements of movement and choreographic structures are used to communicate ideas in dance (e.g., use written and verbal expression to analyze dance in response to dance observation, creation, and performance).

PE.HS.13.2.c Investigates dance opportunities that can be pursued in the local environment.

PE.HS.13.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.13.3.a Applies appropriate behavior and etiquette to choreograph and perform a variety of dance forms.

PE.HS.13.3.b Identifies the uniqueness of creative dance as a means of self-expression.

PE.HS.13.3.c Selects and participates in dance that meets the need for self-expression and enjoyment.

PE.HS.13.3.d Identifies the opportunity for social support in dance.

PE.HS.14 Lifetime Activities

PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.14.1.a Performs and/or refines activity-specific movement skills in a variety of lifetime activities.

PE.HS.14.1.b Demonstrates competent skill performance of basic and advanced skills by scoring and preventing scoring as an individual/team within authentic settings of lifetime game activities.

PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.14.2.a Applies class activities to a personal fitness plan.

PE.HS.14.2.b Investigates the benefits of lifetime activities and how they contribute to achieving and maintaining a health-enhancing level of physical activity and fitness.

PE.HS.14.2.c Applies appropriate strategies in a variety of lifetime activities.

PE.HS.14.2.d Applies appropriate tactical decisions in a variety of lifetime activities.

PE.HS.14.2.e Applies the rules and understanding of the terminology in a variety of lifetime activities.

PE.HS.14.2.f Communicates with teammates using proper terminology in a variety of lifetime activities.

PE.HS.14.2.g Analyzes and applies technology and social media as tools for supporting lifetime activities as part of a healthy, active lifestyle.

PE.HS.14.2.h Identifies issues associated with performing lifetime activities in heat, humidity, and cold.

PE.HS.14.2.i Analyzes the benefits, social support network, and participation requirements of lifetime activities that can be pursued in the local environment.

PE.HS.14.2.j Evaluates risk and safety factors that might affect lifetime physical activity preferences throughout the life cycle.

PE.HS.14.2.k Applies stress management strategies (e.g., mental imagery, deep breathing, meditation) for successful participation in lifetime activities.

PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.14.3.a Employs effective self-management skills to analyze barriers and modify physical activity patterns in lifetime activities.

PE.HS.14.3.b Recognizes and performs modifications to lifetime activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.

PE.HS.14.3.c Exhibits etiquette, respect for others, and teamwork while engaging in lifetime activities.

PE.HS.14.3.d Selects and participates in lifetime activities that meet the need for self-expression and enjoyment.

PE.HS.14.3.e Exhibits good sportsmanship and plays within the rules in a variety of lifetime activities.

PE.HS.15 Team Games

PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.15.1.a Performs a variety of activity/sports specific movement skills at a mature level.

PE.HS.15.1.b Demonstrates competent skill performance of basic and advanced skills by scoring and preventing scoring as a team within authentic settings of invasion games, net/wall games, and/or striking and fielding games.

PE.HS.15.1.c Performs a variety of specialized skills in health-related fitness activities.

PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.15.2.a Applies class activities to a personal fitness plan.

PE.HS.15.2.b Analyzes and applies technology and social media as tools for supporting team activities as part of a healthy and active adult lifestyle.

PE.HS.15.2.c Transfers knowledge of previously learned tactics and strategies to participate in similar and/or new team activities (e.g., games, sports, world games, innovative games).

PE.HS.15.2.d Creates strategies for successful participation in a variety of team activities.

PE.HS.15.2.e Applies tactics to participate successfully in a variety of team activities.

PE.HS.15.2.f Applies knowledge of various team/player positions and their role(s) in the team game or activity.

PE.HS.15.2.g Applies the rules and understanding of terminology in a variety of team games.

PE.HS.15.2.h Communicates with teammates using proper terminology in a variety of team games.

PE.HS.15.2.i Adjusts physical activity level to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity.

PE.HS.15.2.j Identifies issues associated with performing team games in heat, humidity, and cold.

PE.HS.15.2.k Applies stress-management strategies (e.g., mental imagery, deep breathing, meditation) for successful participation in team activities.

PE.HS.15.2.l Evaluates risk and safety factors that might affect team game activity preferences throughout the life cycle.

PE.HS.15.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.15.3.a Evaluates the barriers of team activities as it relates to living a healthy and active adult lifestyle.

PE.HS.15.3.b Recognizes and performs modifications to team activities, game expectations, or behaviors to accommodate individuals with lesser or greater skills or special needs.

PE.HS.15.3.c Utilizes communication skills and strategies to promote successful participation in team activities.

PE.HS.15.3.d Applies best practices for participating safely in team sports (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

PE.HS.15.3.e Maintains appropriate demeanor throughout team games or activities (e.g., responding to winning or losing, accepting officials call, incidental physical contact, errors).

PE.HS.15.3.f Evaluates the opportunities for social interaction and social support provided by team activities.

PE.HS.16 Outdoor Pursuits

PE.HS.16.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.16.1.a Performs and/or refines activity specific skills in a variety of outdoor pursuits (e.g., kayaking, paddleboarding, fishing, geocaching, orienteering, camping, hiking, mountain biking, climbing, obstacle course, adventure activities, high elements).

PE.HS.16.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.16.2.a Applies terminology associated with participation in selected outdoor pursuits.

PE.HS.16.2.b Explores and participates in outdoor activities that can be pursued in the local environment.

PE.HS.16.2.c Recognizes and performs modifications to outdoor pursuits, activity expectations, and behaviors to accommodate individuals with lesser or greater skills or special needs.

PE.HS.16.2.d Applies rates of perceived exertion and pacing.

PE.HS.16.2.e Identifies issues associated with participating in outdoor pursuits in heat, humidity, and cold.

PE.HS.16.2.f Analyzes the benefits, social support network, and participation requirements of outdoor activities that can be pursued in the local environment.

PE.HS.16.2.g Evaluates risk and safety factors that might affect outdoor pursuits throughout the life cycle.

PE.HS.16.2.h Analyzes and applies technology and social media as tools for supporting outdoor activities as part of a healthy and active adult lifestyle.

PE.HS.16.2.i Creates a snack plan for before, during, and after participation in outdoor pursuits that address nutrition and hydration needs for each phase.

PE.HS.16.2.j Applies stress management strategies (e.g., mental imagery, deep breathing, meditation) for successful participation in outdoor pursuits.

PE.HS.16.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.16.3.a Applies best practices for participating safely in outdoor pursuits.

PE.HS.16.3.b Analyzes the health benefits of self-selected outdoor pursuits.

PE.HS.16.3.c Evaluates the opportunities for social interaction and social support provided by outdoor pursuits.

PE.HS.16.3.d Solves problems and thinks critically in outdoor pursuits, both as an individual and in groups.

PE.HS.16.3.e Evaluates the barriers of outdoor pursuits as they relate to living a healthy, active adult lifestyle.

PE.HS.16.3.f Selects and participates in outdoor pursuits that meet the need for self-expression and enjoyment.

PE.HS.17 Lifeguard Training and Water Safety

PE.HS.17.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.17.1.a Performs all lifeguarding rescue skills as required by American Red Cross (e.g., entries and approaches, active rescues, passive rescues, reaching assist).

PE.HS.17.1.b Performs all CPR/First Aid/AED skills as required by American Red Cross (e.g., ventilations, one-rescuer CPR, two-rescuer CPR, conscious choking, AED, control external bleeding).

PE.HS.17.1.c Applies the terminology associated with Water Safety.

PE.HS.17.1.d Applies the terminology associated with lifeguard skills staged in rescue situations.

PE.HS.17.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.17.2.a Evaluates risks and safety factors associated with aquatic activities in heat, humidity and cold (e.g., hydration, heat exhaustion, heat stroke, hypothermia, sun exposure).

PE.HS.17.2.b Evaluates risks and safety factors associated with aquatic environments.

PE.HS.17.2.c Applies best practices for participating safely in and around aquatic activities.

PE.HS.17.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.17.3.a Exhibits etiquette and respect for others while engaging in and around aquatic activity (e.g., customer service, instructing lessons).

PE.HS.17.3.b Utilizes communication skills and strategies that promote team/group dynamics (e.g., for patrons and team responses) in aquatic environments.

PE.HS.17.3.c Thinks critically and solves problems both as an individual and in groups in aquatic environments.

PE.HS.17.3.d Discusses the benefits of a physically active lifestyle as it relates to a career of lifeguarding.

PE.HS. 18 Sports Officiating

PE.HS.18.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.HS.18.1.a Applies officiating mechanics and positioning in a variety of sports (e.g., hand signals, motions, whistles, vocabulary).

PE.HS.18.1.b Demonstrates competency in rules and regulations in a variety of sports (e.g., making the right call).

PE.HS.18.1.c Identifies regulation court/field set up and equipment safety for a variety of sports (e.g., field checks).

PE.HS.18.1.d Applies appropriate terminology associated with each sport.

PE.HS.18.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.HS.18.2.a Designs and implements a plan to improve officiating performance.

PE.HS.18.2.b Evaluates risks and safety factors associated with exercising in heat, humidity, and cold (e.g., hydration, heat exhaustion, heat stroke, hypothermia, sun exposure).

PE.HS.18.2.c Applies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation).

PE.HS.18.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

PE.HS.18.3.a Exhibits etiquette and respect for others while officiating (e.g., customer service, crowd control).

PE.HS.18.3.b Utilizes communication skills and strategies that promote team/group dynamics(e.g., crowd, participant, and team responses).

PE.HS.18.3.c Thinks critically and solves problems both as an individual and in groups.

PE.HS.18.3.d Explains the benefits of a physically active lifestyle as it relates to a career of officiating.