

# Nebraska Physical Education Standards



# Kindergarten – Grade 1

## PE.1.1 Motor Skills and Movement Patterns

### PE.1.1.1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.1.1.1.A Use locomotor skills and patterns (e.g., slide, gallop, skip, leap, run) in a variety of environments.

PE.1.1.1.B Transition smoothly between locomotor and non-locomotor skills.

PE.1.1.1.C Maintain stillness and weight transfer on different bases of support while making different shapes (e.g., curling, stretching, rolling, twisting, bending).

PE.1.1.1.D Jump and land in a non-dynamic environment.

PE.1.1.1.E With prompting and support, jump a rope in a non-dynamic environment.

PE.1.1.1.F Differentiate between walking and jogging.

PE.1.1.1.G Catch a bounced or tossed object with two hands.

PE.1.1.1.H Receive a ball or object with feet.

PE.1.1.1.I Pass a ball or object using different techniques (e.g., bounce, chest, volley, kick).

PE.1.1.1.J Use a variety of throwing skills.

PE.1.1.1.K Use a variety of rolling skills.

PE.1.1.1.L Dribble a ball with one, two, or alternating hands.

PE.1.1.1.M Kick a stationary ball in a variety of practice tasks.

PE.1.1.1.N Dribble a ball using the inside of the feet while walking in general space.

PE.1.1.1.O Volley a variety of objects underhand in personal space.

PE.1.1.1.P Strike a ball or object with hands in a non-dynamic environment.

PE.1.1.1.Q Dribble a ball or object with an implement in personal space.

PE.1.1.1.R Strike a variety of objects with short and long handled implements.

PE.1.1.1.S Strike a stationary object with an implement (e.g., croquet, golf, t-ball).

## **PE.1.2 Movement Concepts and Strategies**

### **PE.1.2.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.1.2.2.A Recognize the terminology associated with proper technique in exercise and activity-related movements.

PE.1.2.2.B Move in general and personal space to rhythm.

PE.1.2.2.C Use simple offensive strategies (e.g., moving, spacing, and communication) in a variety of activities.

PE.1.2.2.D Demonstrate simple defensive strategies (e.g., press, block, and communication) in a variety of activities.

PE.1.2.2.E Recognize the critical elements that contribute to a variety of skills.

PE.1.2.2.F Explain the importance of stretching before and after physical activities.

PE.1.2.2.G Apply knowledge of the rules to participate in modified games.

PE.1.2.2.H Identify useful technology tools that support physical activity.

PE.1.2.2.I Describe food and hydration choices that provide energy for physical activity.

## **PE.1.3 Responsible Behavior**

### **PE.1.3.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.1.3.3.A Respond appropriately to feedback from others.

PE.1.3.3.B Demonstrate safety principles with peers and equipment during age-appropriate physical activities.

PE. 1.3.3.C Accept and recognize the varying abilities of others.

PE.1.3.3.D Contribute to positive social interactions by demonstrating respectful behaviors.

PE.1.3.3.E Recognize common issues (e.g., rule violations, equipment use, unfair play, ineffective strategies) that can arise in physical activity settings.

PE.1.3.3.F Use positive and effective communication skills with peers to share equipment and space.

## **PE.1.4 Benefits**

### **PE.1.4.4 Recognize the personal benefits of a variety of physical activities.**

PE.1.4.4.A Explain how physical activity is a way to find success and enjoyment.

PE.1.4.4.B Identify opportunities for physical activity outside of physical education class.

PE.1.4.4.C Explain how strengthening the heart through physical activity supports lifelong health and well-being.

PE.1.4.4.D Describe how physical activity is a component of a healthy lifestyle.

PE.1.4.4.E Set observable short-term personal goals.

PE.1.4.4.F Identify and use strategies for managing stress.

## Grade 2 – Grade 3

### PE.3.1 Motor Skills and Movement Patterns

#### PE.3.1.1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.3.1.1.A Apply locomotor skills (e.g., slide, gallop, jump, skip) and patterns during changing conditions.

PE.3.1.1.B Transition smoothly between locomotor and non-locomotor skills at different speeds, shapes, rhythms, and levels.

PE.3.1.1.C Use body control and balancing skills (e.g., jumping, skipping, landing, mule kick, somersault, weight transfer) in a variety of activities.

PE.3.1.1.D Jump using two-foot take-off and landing both vertically and horizontally.

PE.3.1.1.E Jump rope forward or backward in a non-dynamic environment.

PE.3.1.1.F Adjust speed and pace to transition between jogging and running.

PE.3.1.1.G Catch objects from different distances and levels using a variety of techniques (e.g., one hand, two hands).

PE.3.1.1.H Use varying types of receiving (e.g., with feet, with implement) at different distances and levels.

PE.3.1.1.I Pass a ball or object using a variety of techniques (e.g., bounce, chest, volley, kick) from various distances.

PE.3.1.1.J Throw underhand and overhand in a non-dynamic environment.

PE.3.1.1.K Apply rolling skills in a non-dynamic environment.

PE.3.1.1.L Dribble a ball with preferred and non-preferred hand using a variety of forms (e.g., behind back, one hand, crossover) in a non-dynamic environment.

PE.3.1.1.M Kick a ball in both stationary and dynamic situations towards targets.

PE.3.1.1.N Dribble a ball or object using the inside of the feet while jogging in general space.

PE.3.1.1.O Volley a variety of objects in a non-dynamic environment.

PE.3.1.1.P Strike with hands above and below waist in a non-dynamic environment.

PE.3.1.1.Q Dribble a ball or object with an implement while jogging in general space.

PE.3.1.1.R Strike a variety of objects with short and long handled implements in a non-dynamic environment.

PE. 3.1.1.S Strike a stationary object with an implement (e.g., croquet, golf, t-ball).

## **PE.3.2 Movement Concepts and Strategies**

### **PE.3.2.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.3.2.2.A Acquire and use a range of vocabulary appropriate to physical activity, movement, and exercise.

PE.3.2.2.B Move safely within personal and general space during rhythmic activities (e.g., dance, gymnastics, jump rope).

PE.3.2.2.C Demonstrate progression of body control in a variety of activities while incorporating offensive strategies.

PE.3.2.2.D Demonstrate progression of body control in a variety of activities while incorporating defensive strategies.

PE.3.2.2.E Apply basic scoring techniques in a variety of practice tasks (e.g., basketball, team handball, soccer).

PE.3.2.2.F Identify each part of a skill and explain how they help improve performance during physical activities.

PE.3.2.2.G Identify the components of the FITT Principle (Frequency, Intensity, Time, Type) for skill or fitness development.

PE.3.2.2.H Explain the importance of warming up and cooling down before and after physical activity.

PE.3.2.2.I Apply knowledge of rules when participating in modified games.

PE.3.2.2.J Identify appropriate digital tools for supporting physical activity.

PE.3.2.2.K Describe the impact of food and hydration choices on energy for physical activity.

PE.3.2.2.L Use body weight as resistance for developing strength (e.g., plank, animal walks).

### **PE.3.3 Responsible Behavior**

#### **PE.3.3.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.3.3.3.A Accept and implement constructive feedback from others.

PE.3.3.3.B Demonstrate safety principles with peers and equipment while participating in age-appropriate physical activities.

PE.3.3.3.C Recognize and encourage others with varying abilities.

PE.3.3.3.D Demonstrate respectful behaviors that contribute to positive social interactions in partner activities.

PE.3.3.3.E Recognize and solve common issues (e.g., rule violations, equipment use, unfair play, ineffective strategies) that can arise in physical activity settings.

PE.3.3.3.F Demonstrate appropriate communication skills to negotiate roles and responsibilities.

## **PE.3.4 Benefits**

### **PE.3.4.4 Recognize the personal benefits of a variety of physical activities.**

PE.3.4.4.A Recognize that learning a new physical activity can be challenging but can enhance confidence.

PE.3.4.4.B Identify physical activity opportunities available outside of physical education class.

PE.3.4.4.C Recognize that regular exercise helps strengthen the heart.

PE.3.4.4.D Describe the relationship between physical activity and a healthy lifestyle.

PE.3.4.4.E Set attainable long-term personal goals.

PE.3.4.4.F Identify effective personal strategies for managing stress.

## Grade 4 – Grade 5

### PE.5.1 Motor Skills and Movement Patterns

#### PE.5.1.1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE.5.1.1.A Combine locomotor skills and use of manipulatives (e.g., side slide, gallop, jump, skip, throw, catch, strike) in a variety of environments.

PE.5.1.1.B Combine locomotor and non-locomotor skills (e.g., levels, shapes, extensions, rhythms, patterns, force, time, flow) in a variety of environments.

PE.5.1.1.C Effectively use balance and body control while transferring weight (e.g., mule kicks, handstands, cartwheels, curling, rolling, stretching, twisting, and bending) in both stationary and dynamic environments.

PE.5.1.1.D Use a variety of jumps (e.g., vertical, horizontal, lateral, hopping) in a dynamic environment.

PE.5.1.1.E Show increased consistency and coordination when completing consecutive jumps with short and long ropes.

PE.5.1.1.F Demonstrate a mature pattern for running while pacing for a variety of distances.

PE.5.1.1.G Catch a ball or object using a variety of techniques (e.g., one hand, two hands or with equipment) in a modified game.

PE.5.1.1.H Use varying types of receiving (e.g., soccer, hockey, lacrosse, scoops) in a modified game.

PE.5.1.1.I Pass an object to a partner or target in a stationary or dynamic environment.

PE.5.1.1.J Demonstrate a mature pattern of throwing underhand and overhand in a dynamic environment.

PE.5.1.1.K Use a mature pattern of rolling skills in a dynamic environment.

PE.5.1.1.L Dribble a ball with the preferred and non-preferred hand in a dynamic environment.

PE.5.1.1.M Demonstrate a mature kicking pattern with accuracy and control in a dynamic environment.

PE.5.1.1.N Demonstrate a mature pattern of dribbling with feet in a dynamic environment.

PE.5.1.1.O Volley with consecutive contacts using an underhand or overhead pattern.

PE.5.1.1.P Strike with hands above and below waist in a dynamic environment.

PE.5.1.1.Q Demonstrate a mature pattern of dribbling with an implement in a dynamic environment.

PE.5.1.1.R Demonstrate a mature pattern of striking an object with a short and long handled implement in a dynamic environment.

PE.5.1.1.S Strike a stationary object with an implement (e.g., croquet, golf, t-ball) for accuracy and distance.

## **PE.5.2 Movement Concepts and Strategies**

### **PE.5.2.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.5.2.2.A Acquire and use appropriate terminology associated with proper technique in exercise and activity-related movements.

PE.5.2.2.B Apply knowledge of rhythmic concepts (e.g., tempo, space, direction, sequence) to enhance movement in a variety of activities.

PE.5.2.2.C Demonstrate knowledge of offensive strategies in small-sided practice tasks.

PE.5.2.2.D Demonstrate knowledge of defensive strategies in small-sided practice tasks.

PE.5.2.2.E Apply proper scoring techniques in a variety of practice tasks (e.g., basketball, team handball, soccer) and modified games.

PE.5.2.2.F Identify each part of a skill and explain how they help improve performance during physical activities.

PE.5.2.2.G Explain how to implement the FITT Principle (Frequency, Intensity, Time, Type) for skill or fitness development.

PE.5.2.2.H Explain the importance of warming up and cooling down before and after physical activity.

PE.5.2.2.I Apply knowledge of rules when participating in or officiating modified games.

PE.5.2.2.J Identify and use appropriate digital tools to support physical activity and fitness goals.

PE.5.2.2.K Describe the impact of healthy and unhealthy food and hydration choices for physical activity.

PE.5.2.2.L Use one's own body weight as resistance for developing strength (e.g., push-ups, sit-ups, squats).

### **PE.5.3 Responsible Behavior**

#### **PE.5.3.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.5.3.3.A Accept and respond appropriately to specific constructive feedback from peers and adults.

PE.5.3.3.B Apply safety principles with self and others, facilities, and equipment to effectively manage risks.

PE.5.3.3.C Recognize, encourage, and actively involve others with varying abilities.

PE.5.3.3.D Demonstrate respectful behaviors that contribute to positive social interactions in group activities.

PE.5.3.3.E Recognize and solve common issues (e.g., rule violations, equipment use, unfair play, ineffective strategies) that can arise in physical activity settings.

PE.5.3.3.F Use effective communication skills to negotiate strategies and tactics during group physical activities.

## **PE.5.4 Benefits**

### **PE.5.4.4 Recognize the personal benefits of a variety of physical activities.**

PE.5.4.4.A Analyze various physical activities to determine their usefulness for personal self-expression and/or enjoyment.

PE.5.4.4.B Analyze the fitness benefits of physical activity opportunities outside of physical education class.

PE.5.4.4.C Explain how regular exercise helps strengthen the heart and allows longer periods of participation in physical activities.

PE.5.4.4.D Examine the health benefits of different physical activities.

PE.5.4.4.E Set attainable short- and long-term goals to participate in physical activities based on individual ability.

PE.5.4.4.F Apply personally effective strategies for managing stress.

## **Middle Grades**

### **PE.MS.1 Motor Skills and Movement Patterns**

#### **PE.MS.1.1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.MS.1.1.A Combine locomotor skills and use of manipulatives (e.g., side slide, gallop, jump, skip, throw, catch, strike) in a variety of environments.

PE.MS.1.1.B Combine locomotor and non-locomotor skills to create and demonstrate a sequence of movements to a beat, rhythm, or activity (e.g., dance, jump rope, plyometric exercises).

PE.MS.1.1.C Use balance and body control while transferring weight (e.g., mule kicks, handstands, cartwheels, curling, rolling, stretching, twisting, and bending) in both stationary and dynamic environments.

PE.MS.1.1.D Apply jumping skills and techniques (e.g., vertical, horizontal, lateral, hopping) in a dynamic environment.

PE.MS.1.1.E Jump a rope using a mature pattern in a creative environment.

PE.MS.1.1.F Demonstrate a mature pattern for running while pacing for a variety of distances.

PE.MS.1.1.G Catch a variety of objects using hands and/or implements in practice tasks and modified games (e.g., softball, frisbee, lacrosse, scoops).

PE.MS.1.1.H Receive a variety of objects using hands, feet and/or implements in practice tasks and modified games (e.g., basketball, football, soccer, hockey).

PE.MS.1.1.I Pass a variety of objects with hands, arms, feet and/or implements in practice tasks and modified games (e.g., hockey, soccer, basketball, volleyball).

PE.MS.1.1.J Throw with proficiency, distance, force, and speed in practice tasks and modified games (e.g., baseball, football, lacrosse, handball).

PE.MS.1.1.K Roll with accuracy and control in practice tasks and modified games (e.g., bowling, bocce).

PE.MS.1.1.L Dribble a ball with preferred and non-preferred hands in a variety of practice tasks and modified games.

PE.MS.1.1.M Kick a ball with appropriate force, direction, and timing in a variety of practice tasks and modified games.

PE.MS.1.1.N Dribble under control, with either foot, in a variety of practice tasks and modified games.

PE.MS.1.1.O Volley a ball or object in a variety of practice tasks and modified games.

PE.MS.1.1.P Strike underhand and overhand in a variety of practice tasks and modified games (e.g., volleyball, spike ball, four-square).

PE.MS.1.1.Q Dribble under control with an implement in a variety of practice tasks and modified games.

PE.MS.1.1.R Demonstrate a mature pattern of striking an object with short and long handled implements in practice tasks and modified games (e.g., hockey, baseball, badminton, pickleball).

PE.MS.1.1.S Strike a stationary object with an implement for accuracy and distance in practice tasks and modified games (e.g., croquet, golf, t-ball).

## **PE.MS.2 Movement Concepts and Strategies**

### **PE. MS.2.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.MS.2.2.A Acquire and use appropriate terminology associated with exercise and participation in individual and group performance activities.

PE.MS.2.2.B Demonstrate knowledge of rhythmic concepts (e.g., tempo, space, direction, sequence) to enhance movement in a variety of activities.

PE.MS.2.2.C Create space using offensive tactics (e.g., pivots, fakes, juke) in modified games.

PE.MS.2.2.D Use defensive tactics (e.g., reducing open space, coverage, anticipating movement and positioning) in modified games.

PE.MS.2.2.E Demonstrate proper scoring technique with power and accuracy in practice tasks and modified games (e.g., basketball, team handball, soccer).

PE.MS.2.2.F Identify each part of a skill and explain how they help improve performance during physical activities.

PE.MS.2.2.G Implement the principles of exercise (FITT, progression, overload, and specificity) for different types of physical activity.

PE.MS.2.2.H Apply knowledge of dynamic and static stretching (e.g., warm-up, cool-down, flexibility, endurance) for physical activity.

PE.MS.2.2.I Apply knowledge of rules to officiate regulation and modified games.

PE.MS.2.2.J Evaluate the effectiveness of digital tools to support physical activity and fitness goals.

PE.MS.2.2.K Explain the effects of nutrition, hydration choices, and physical activity on overall health.

PE.MS.2.2.L Demonstrate appropriate forms in a variety of strength and muscular endurance activities (e.g., body weight, free weights, resistance bands).

PE.MS.2.2.M Use appropriate skills and techniques in a variety of outdoor and lifetime activities (e.g., fishing, archery, wall climbing, geocaching, bicycling, track and field, skating).

### **PE.MS.3 Responsible Behavior**

#### **PE.MS.3.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.MS.3.3.A Provide and accept encouragement and constructive feedback to and from peers.

PE.MS.3.3.B Apply safety principles with self and others, facilities, and equipment to effectively manage risks.

PE.MS.3.3.C Demonstrate positive social interactions by helping and encouraging others and providing support to classmates.

PE.MS.3.3.D Demonstrate cooperation by listening to others, sharing ideas respectfully, and contributing positively to group activities.

PE.MS.3.3.E Develop and apply critical thinking skills to solve problems and make decisions in physical activity settings.

PE.MS.3.3.F Demonstrate appropriate communication and leadership skills to collaboratively modify and negotiate strategies and tactics.

### **PE. MS.4 Benefits**

PE. MS.4.4 Recognize the personal benefits of a variety of physical activities.

PE.MS.4.4.A Describe how physical activity affects individual enjoyment and engagement.

PE.MS.4.4.B Identify ways to take part in physical activities and ways to overcome challenges that make being active difficult.

PE.MS.4.4.C Describe how improving aerobic fitness through heart rate-raising activities makes daily life and physical activity more enjoyable.

PE.MS.4.4.D Describe a variety of activities (e.g., aquatics, recreational sport, outdoor pursuits, martial arts, dance) that can positively impact personal health and wellbeing.

PE.MS.4.4.E Set attainable short- and long-term physical fitness goals based on personal interest and identified areas for improvement.

PE.MS.4.4.F Implement self-selected strategies to reduce and manage personal stress.

## **HIGH SCHOOL STANDARDS – COURSE BASED**

### **Nebraska Physical Education Course Numbering System - High School**

#### **NUMBERING KEY - COURSE**

[PE.HS.1 Foundations for Physical Education and Fitness](#)

[PE.HS.2 Beginning Swimming](#)

[PE.HS.3 Intermediate Swimming](#)

[PE.HS.4 Fitness Swimming and Aquatic Activities](#)

[PE.HS.5 Lifeguard Training and Water Safety Instruction Aide](#)

[PE.HS.6 Introduction to Strength and Conditioning](#)

[PE.HS.7 Intermediate Strength and Conditioning](#)

[PE.HS.8 Advanced Strength and Conditioning](#)

[PE.HS.9 Aerobic Training](#)

[PE.HS.10 Advanced Aerobic Training](#)

[PE.HS.11 Dance Survey](#)

[PE.HS.12 Social Dance](#)

[PE.HS.13 Dance Fitness](#)

[PE.HS.14 Lifetime Activities](#)

[PE.HS.15 Team Games](#)

[PE.HS.16 Outdoor Adventure Education](#)

[PE.HS.17 Sport Officiating](#)

[PE.HS.18 Unified PE](#)

NOTE: The focus of the High School physical education standards is on planning and implementing individual physical activity goals that lead to lifelong fitness. The Team Games Course is less suited to individual lifelong fitness as these games do not encourage moderate to vigorous physical activity for all participants.

## **PE.HS.1 Foundations for Physical Education and Fitness**

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

PE.HS.1.1.A Perform and/or refine 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 Demonstrate proficiency in multiple skills in a variety of health-related activities (e.g., running, core exercises, resistance training).

### **PE.HS.1.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.1.2.A Acquire and use appropriate terminology associated with exercise and participation in individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.

PE.HS.1.2.B Analyze and improve performance of self and/or others in an identified skill using movement concepts and principles (e.g., force, motion, rotation).

PE.HS.1.2.C Describe the benefits of a physically active lifestyle throughout the life cycle.

PE.HS.1.2.D Evaluate the validity of claims made about commercial products and programs pertaining to fitness and a healthy, active lifestyle.

PE.HS.1.2.E Describe the risks associated with exercising in adverse conditions (e.g., heat, humidity, cold).

PE.HS.1.2.F Identify and use appropriate 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.H Calculate and apply target heart rate information to personal fitness activities and goals.

PE.HS.1.2.I Identify and use appropriate strength exercises (e.g., isometric, concentric, eccentric) for personal fitness development (e.g., strength, endurance, range of motion).

### **PE.HS.1.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.1.3.A Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity.

PE.HS.1.3.B Use effective verbal and nonverbal communication strategies to enhance team organization, decision-making, and performance across a variety of group physical activity contexts.

PE.HS.1.3.C Apply critical thinking and problem solving during individual and group physical activities.

PE.HS.1.3.D Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

### **PE.HS.1.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.1.4.A Analyze the health benefits of a self-selected physical activity.

PE.HS.1.4.B Apply safety practices and principles (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) during Individual and group physical activities.

PE.HS.1.4.C Select and participate in physical activity that meets the need for self-expression and enjoyment.

PE.HS.1.4.D Select an appropriate level of challenge to experience success and enhance motivation to participate in self-selected physical activity.

PE.HS.1.4.E Analyze the personal and social benefits of participation in activities that can be pursued in the local environment.

PE.HS.1.4.F Evaluate risks and safety factors that might impact physical activity preferences throughout the life span.

PE.HS.1.4.G Recognize and utilize stress management tactics (e.g., breath, relaxation, visualization) to improve personal health outcomes and enhance enjoyment and/or engagement in physical activity.

## **PE.HS.2 Beginning Swimming**

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

PE.HS.2.1.A Demonstrate basic swimming strokes (e.g., sidestroke, elementary backstroke, front crawl, backstroke).

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

**PE.HS.2.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.2.2.A Acquire and use appropriate terminology with exercise and participation in aquatic activities.

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

**PE.HS.2.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.2.3.A Exhibit proper etiquette, respect for others, and teamwork while engaging in aquatic activities.

PE.HS.2.3.B Apply safety principles and tactics (e.g., safe entry, walking on the deck, space awareness, lifejacket protocol) for participating safely in and around aquatic activities.

PE.HS.2.3.C Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles during activities.

**PE.HS.2.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.2.4.A Identify the health benefits (e.g., health-related components, low impact, rehabilitation) of swimming and aquatic activities.

PE.HS.2.4.B Select an appropriate level of challenge to experience success and enhance motivation to participate in self-selected aquatic activities.

## **PE.HS.3 Intermediate/Advanced Swimming**

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

PE.HS.3.1.A Perform basic swimming strokes (e.g., sidestroke, elementary backstroke, front crawl, backstroke).

PE.HS.3.1.B Perform in-water and near-water skills (e.g., turns, starts, board approach, flag count).

PE.HS.3.1.C Perform appropriate water safety skills (e.g., safe entry, lane etiquette, diving, space awareness, reach or throw, don't go, flag count).

### **PE.HS.3.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.3.2.A Acquire and use appropriate terminology associated with exercise and participation in aquatic activities.

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

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

### **PE.HS.3.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.3.3.A Exhibit proper etiquette, respect for others, and teamwork while engaging in aquatic activities.

PE.HS.3.3.B Apply self-management strategies to identify personal challenges and adapt aquatic activities as needed.

PE.HS.3.3.C Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

### **PE.HS.3.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.3.4.A Analyze the health benefits (e.g., disease prevention, heart rate, target heart rate zone) of self-selected aquatic activities.

PE.HS.3.4.B Select an appropriate level of challenge to experience success and enhance motivation to participate in a self-selected aquatic activity.

## **PE.HS.4 Fitness Swimming and Aquatic Activities**

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

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

PE.HS.4.1.B Perform in-water and near-water skills (e.g., starts, board approach with flight, sizing paddles, turns, flag count, survival using clothing for flotation).

### **PE.HS.4.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.4.2.A Acquire and use appropriate terminology associated with exercise and participation in aquatic activities.

PE.HS.4.2.B Apply 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.C Apply swimming strokes and water skills to specific team/group activities in aquatic environments.

### **PE.HS.4.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.4.3.A Exhibit proper etiquette, respect for others and teamwork while engaging in aquatic activities.

PE.HS.4.3.B Utilize communication skills and implement strategies that promote team/group dynamics in aquatic environments.

PE.HS.4.3.C Establish team leadership skills and participant roles through the course activities.

### **PE.HS.4.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.4.4.A Design and implement a plan (e.g., workouts, fin & paddle use, water exercise courses in community) to improve performance and/or maintain a healthy and active lifestyle.

PS.HS.4.4.B Select an appropriate level of challenge to experience success and enhance motivation to participate in a self-selected aquatic activity.

## **PE.HS.5 Lifeguard Training & Water Safety Instruction Aide**

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

PE.HS.5.1.A Perform all lifeguarding rescue skills (e.g., entries and approaches, active rescues, passive rescues, reaching assist) as required by American Red Cross.

PE.HS.5.1.B Perform all CPR/First Aid/AED skills (e.g., ventilations, one-rescuer CPR, two-rescuer CPR, conscious choking, AED, control external bleeding) by American Red Cross.

**PE.HS.5.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.5.2.A Acquire and use appropriate terminology associated with water safety and lifeguard skills staged in rescue situations.

PE.HS.5.2.B Apply safety tactics for participating safely in and around aquatic activities.

**PE.HS.5.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.5.3.A Exhibit proper etiquette and respect for others while engaging in and around aquatic activities.

PE.HS.5.3.B Utilize communication skills and strategies that promote team/group dynamics (e.g., for patrons and team responses) in aquatic environments.

PE.HS.5.3.C Use critical thinking, decision making, and collaborative problem-solving strategies to respond effectively to challenges in aquatic environments.

PE.HS.5.3.D Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

**PE.HS.5.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.5.4.A Discuss the benefits of a physically active lifestyle as it relates to a career of lifeguarding.

PE.HS.5.4.B Describe the physical demands of lifeguarding and participate in conditioning activities to support job performance and overall health.

PE.HS.5.4.C Evaluate risks and safety factors (e.g., hydration, heat exhaustion, heat stroke, hypothermia, sun exposure) associated with aquatic environments and activities in heat, humidity and cold.

## **PE.HS.6 Introduction to Strength and Conditioning**

### **PE.HE.6.1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.6.1.A Use appropriate techniques for resistance training and/or free-weight exercises.

### **PE.HS.6.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.6.2.A Acquire and use appropriate terminology associated with exercise and participation in beginning strength and conditioning activities.

PE.HS.6.2.B Analyze the validity of claims made by commercial products and programs related to strength and conditioning.

PE.HS.6.2.C Identify and use major muscle groups in specific exercises.

PE.HS.6.2.D Identify and implement components of an effective strength and conditioning program.

PE.HS.6.2.E Analyze and select appropriate technology and digital media tools to support a strength and conditioning program.

### **PE.HS.6.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.6.3.A Exhibit proper etiquette, respect for others, and teamwork in strength and conditioning environments.

PE.HS.6.3.B Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

### **PE.HS.6.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.6.4.A Apply safety practices and principles (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules) during strength and conditioning activities.

PE.HS.6.4.B Select an appropriate level of challenge to experience success and enhance motivation to participate in strength and conditioning activities.

## **PE.HS.7 Intermediate Strength and Conditioning**

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

PE.HS.7.1.A Perform technique for intermediate resistance training and free-weight exercises.

### **PE.HS.7.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.7.2.A Acquire and use appropriate terminology associated with exercise and participation in intermediate strength and conditioning programs.

PE.HS.7.2.B Identify and perform stretching exercises (e.g., static, proprioceptive neuromuscular facilitation {PNF}, dynamic) for personal fitness (e.g., strength, endurance, range of motion).

PE.HS.7.2.C Evaluate claims of commercial products and programs for strength and conditioning.

PE.HS.7.2D. Identify and perform strength exercises (e.g., isometric, concentric, eccentric) for personal fitness (e.g., strength, endurance, range of motion).

PE.HS.7.2.E Design a personalized strength and conditioning program that includes all components of a healthy and active lifestyle.

PE.HS.7.2.F Analyze and apply technology and digital media as tools for supporting a strength and conditioning program.

**PE.HS.7.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.7.3.A Exhibit proper etiquette, respect for others, and teamwork while engaging in intermediate strength and conditioning environments.

PE.HS.7.3.B Demonstrate effective self-management skills to identify barriers and modify intermediate strength and conditioning activities as needed to meet individual needs.

PE.HS.7.3.C Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

**PE.HS.7.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.7.4.A Apply safety practices and principles (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules) during strength and conditioning activities.

PE.HS.7.4.B Select an appropriate level of challenge to experience success and enhance motivation to participate in strength and conditioning activities.

**PE.HS.8 Advanced Strength and Conditioning**

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

PE.HS.8.1.A Perform technique for advanced resistance training and free-weight exercises.

**PE.HS.8.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.8.2.A Acquire and use appropriate terminology associated with exercise and participation in advanced strength and conditioning programs.

PE.HS.8.2.B Select and perform exercises that use different energy systems (e.g., adenosine triphosphate, phosphocreatine, anaerobic glycolysis, aerobics).

PE.HS.8.2.C Create and maintain a strength and conditioning portfolio (e.g., assessment scores, improvement goals, activities, logs, timeline).

PE.HS.8.2.D Apply basic knowledge of energy systems to improve physical fitness.

PE.HS.8.2.E Analyze the performance of self and others using movement concepts and principles (e.g., force, motion, rotation) in strength and conditioning exercises.

PE.HS.8.2.F Describe the structure of skeletal muscle and fiber types related to muscle development.

PE.HS.8.2.G Design and implement a personal strength and conditioning program that supports a healthy, active lifestyle.

PE.HS.8.2.H Analyze and apply technology and digital media as tools for supporting a strength and conditioning program.

### **PE.HS.8.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.8.4.A Exhibit proper etiquette, respect for others and teamwork while engaging in strength and conditioning environments.

PE.HS.8.4.B Employ effective self-management skills to analyze barriers and modify advanced strength and conditioning activities as needed to meet individual needs.

PE.HS.8.4.C Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

### **PE.HS.8.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.8.3.A Apply safety practices and principles (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules) during strength and conditioning activities.

PE.HS.8.3.B Select an appropriate level of challenge to experience success and enhance motivation to participate in strength and conditioning activities.

## **PE.HS.9 Aerobic Training**

### **PE.HS.9.1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.9.1.A Perform activity-specific movement skills in a variety of aerobic activities.

PE.HS.9.1.B Use proper techniques associated with a variety of aerobic training activities.

PE.HS.9.1.C Isolate muscle groups that correspond with a variety of exercises.

### **PE.HS.9.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.9.2.A Acquire and use appropriate terminology associated with aerobic activities and resistance training.

PE.HS.9.2.B Identify and apply movement concepts and principles used to improve performance.

PE.HS.9.2.C Explore aerobic and resistance training activities to improve personal wellness.

PE.HS.9.2.D Evaluate risk and safety factors and their effects on aerobic activity throughout the life cycle.

PE.HS.9.2.E Evaluate the validity of commercial products and programs related to aerobic activity and a healthy lifestyle.

PE.HS.9.2.F Identify a variety of aerobic activities that can be pursued in the local environment.

PE.HS.9.2.G Analyze and apply technology and digital media as tools to support enhancement of aerobic training.

PE.HS.9.2.H Describe the three stages (e.g., warm up, progression, cool down) of an aerobic workout.

**PE.HS.9.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.9.3.A Exhibit proper etiquette, behavior, respect, and support for others while engaging in aerobic activity.

PE.HS.9.3.B Evaluate opportunities for social interaction and support provided by group aerobic and resistance training activities.

PE.HS.9.3.C Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

**PE.HS.9.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.9.4.A Evaluate the benefits of a variety of aerobic activities related to living a healthy, active lifestyle.

PE.HS.9.4.B Differentiate between personal attributes, media-driven idealized body images, and elite performance levels in the context of achieving and maintaining a healthy fitness level.

PE.HS.9.4.C Explain how participation in aerobics supports personal goals related to health, enjoyment, or self-expression.

PE.HS.9.4.D Select aerobic intensity that balances challenge and success to maximize enjoyment and sustain participation.

PE.HS.9.4.E Explain the growth of skills, concepts, collaboration, and self while participating in aerobic activities.

## **PE.HS.10 Advanced Aerobic Training**

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

PE.HS.10.1.A Perform activity-specific movement skills in a variety of aerobic activities.

PE.HS.10.1.B Perform multiple techniques in a variety of aerobic and resistance training activities.

PE.HS.10.1.C Utilize proper movement patterns appropriate for a variety of aerobic activities.

### **PE.HS.10.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.10.2.A Acquire and use appropriate terminology associated with aerobic activities and resistance training.

PE.HS.10.2.B Analyze performance of self and others utilizing movement concepts and principles.

PE.HS.10.2.C Evaluate and utilize aerobic and resistance training activities to improve fitness and benefit personal health.

PE.HS.10.2.D Apply best practices for participating safely in aerobic and resistance training activities.

PE.HS.10.2.E Evaluate the validity of commercial products and programs pertaining to aerobic and resistance training activities.

PE.HS.10.2.F Create a plan, train for, and participate in a community event.

PE.HS.10.2.G Utilize technology and digital media as tools for supporting and enhancing a variety of aerobic and resistance activities that lead to a healthy, active lifestyle.

**PE.HS.10.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.10.3.A Exhibit proper etiquette, respect for others, leadership, and teamwork while engaging in aerobic and resistance activities.

PE.HS.10.3.B Engage in opportunities for social interaction through aerobic and resistance training activities.

PE.HS.10.3.C Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

**PE.HS.10.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.10.4.A Evaluate the benefits of a variety of aerobic activities related to living a healthy, active lifestyle.

PE.HS.10.4.B Develop and maintain a portfolio including personal needs assessments, goal setting, and activity plans to improve and maintain aerobic fitness.

PE.HS.10.4.C Articulate how participation in aerobics specifically supports personal goals related to health, provides enjoyment, or offers an avenue for self-expression.

PE.HS.10.4.D Select aerobic intensity that balances challenge and success to maximize enjoyment and sustained participation.

PE.HS.10.4.E Refine personal goals for maintaining and improving aerobic fitness.

## **PE.HS.11 Dance Survey**

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

PE.HS.11.1.A Perform locomotor and non-locomotor movements appropriate to a variety of dance styles (e.g., modern, tap, jazz, ballet, hip hop).

PE.HS.11.1.B Demonstrate proper dance technique, from various dance styles, with a focus on functional alignment, body awareness, balance, flexibility, weight shifts, rhythm, spatial awareness, and safety.

PE.HS.11.1.C Safely navigate spatial movement patterns alone and with others.

PE.HS.11.1.D Explore elements of dance as the foundations for all movement: Body, Action, Space, Time, and Energy.

### **PE.HS.11.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.11.2.A Acquire and use appropriate terminology used in concert dance forms.

PE.HS.11.2.B Apply dance elements to enhance movement intention.

PE.HS.11.2.C Apply spatial awareness when moving alone and/or with others.

PE.HS.11.2.D Use feedback to understand, develop and refine dance techniques.

PE.HS.11.2.E Apply best practices for participating safely in concert dance activities.

PE.HS.11.2.F Perform an individual or collaborative dance from memory with a clear beginning, middle, and end.

PE.HS.11.2.G Apply global and national dance knowledge to discuss influences on concert dance genres.

PE.HS.11.2.H Recognize cultural, geographic, and historical origins of the concert dance being studied.

PE.HS.11.2.I Responsibly apply technology and digital media as tools for supporting a healthy, active lifestyle.

### **PE.HS.11.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.11.3.A Exhibit proper etiquette, respect for others, and teamwork while engaging in concert dance activities.

PE.HS.11.3.B Demonstrate constructive peer support through being an attentive audience for performances, giving and receiving feedback, and working collaboratively.

PE.HS.11.3.C Consistently manage time, equipment and responsibilities of self during formal and informal performances and classes.

PE.HS.11.3.D Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

### **PE.HS.11.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.11.4.A Recognize how dance skills and processes relate to strengthening skills in academic study, career readiness and daily life (e.g., communication, work ethic, accepting feedback, creative problem-solving, and body awareness).

PE.HS.11.4.B Develop and apply a plan for preventing, monitoring, and overcoming anatomical and psychological health issues related to dance (e.g., injury prevention and management, coping skills for performance anxiety, performance goals).

PE.HS.11.4.C Reflect on the growth of skills, concepts, collaboration, and self while participating in concert dance activities.

PE.HS.11.4.D Use concert dance styles to express personal ideas, feelings, or experiences.

PE.HS.11.4.E Evaluate the benefits of concert dance activities as they relate to living a healthy, active adult lifestyle.

PE.HS.11.4.F Refine personal goals for strengthening dance performances and choreography skills using self-assessment, instructor, and/or peer feedback.

## **PE.HS.12 Social Dance**

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

PE.HS.12.1.A Perform locomotor and non-locomotor movements from a variety of social dance styles (e.g., waltz, tango, bachata, hip hop).

PE.HS.12.1.B Demonstrate proper dance technique, from various social dance styles, with a focus on body awareness, partnering, balance, strength, flexibility, weight shifts, rhythm, spatial awareness, and safety.

PE.HS.12.1.C Safely navigate spatial movement patterns alone and with others.

PE.HS.12.1.D Explore elements of dance as the foundations for all movement: Body, Action, Space, Time, and Energy.

### **PE.HS.12.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.12.2.A Acquire and use appropriate terminology used in social dance forms.

PE.HS.12.2.B Apply dance elements to enhance movement intention.

PE.HS.12.2.C Apply spatial awareness when moving alone and/or with others.

PE.HS.12.2.D Use feedback to understand, develop and refine dance techniques.

PE.HS.12.2.E Apply best practices for participating safely in social dance activities.

PE.HS.12.2.F Perform an individual or collaborative dance from memory with a clear beginning, middle, and end.

PE.HS.12.2.G Apply global and national dance knowledge to discuss influences on social dance genres.

PE.HS.12.2.H Recognize cultural, geographic, and historical origins of the social dance being studied.

PE.HS.12.2.I Responsibly apply technology and digital media as tools for supporting a healthy, active lifestyle.

### **PE.HS.12.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.12.3.A Exhibit proper etiquette, respect for others, and teamwork while engaging in social dance activities.

PE.HS.12.3.B Demonstrate constructive peer support through being an attentive audience for performances, giving and receiving feedback, and working collaboratively.

PE.HS.12.3.C Manage time, equipment, and responsibilities of self during formal and informal performances and classes.

PE.HS.12.3.D Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

### **PE.HS.12.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.12.4.A Recognize how dance skills and processes relate to strengthening skills in academic study, career readiness, and daily life (e.g., communication, work ethic, accepting feedback, creative problem-solving and body awareness).

PE.HS.12.4.B Develop and apply a plan for preventing, monitoring, and overcoming anatomical and psychological health issues related to dance (e.g., injury prevention and management, coping skills for performance anxiety, performance goals).

PE.HS.12.4.C Reflect on the growth of skills, concepts, collaboration, and self while participating in social dance activities.

PE.HS.12.4.D Use social dance styles to express personal ideas, feelings, or experiences.

PE.HS.12.4.E Evaluate the benefits of social dance activities as they relate to living a healthy, active adult lifestyle.

PE.HS.12.4.F Refine personal goals for strengthening dance performances and choreography skills using self-assessment, instructor, and/or peer feedback.

## **PE.HS.13 Dance Fitness**

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

PE.HS.13.1.A Perform locomotor and non-locomotor movements, from a variety of dance fitness styles (e.g., Jazzercise, Zumba, Barre Fit).

PE.HS.13.1.B Demonstrate proper dance technique, from various dance fitness styles, with a focus on body awareness, balance, strength, flexibility, weight shifts, rhythm, spatial awareness, and safety.

PE.HS.13.1.C Safely navigates spatial movement patterns alone and with others.

PE.HS.13.1.D Explore elements of dance as the foundation for all movements: Body, Action, Space, Time, and Energy.

**PE.HS.13.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.13.2.A Acquire and use appropriate terminology used in dance fitness forms.

PE.HS.13.2.B Apply dance elements to enhance movement intention.

PE.HS.13.2.C Apply spatial awareness when moving alone and/or with others.

PE.HS.13.2.E Use feedback to understand, develop and refine dance techniques.

PE.HS.13.2.F Apply best practices for participating safely in dance fitness activities.

PE.HS.13.2.G Perform a dance with a clear beginning, middle, and end.

PE.HS.13.2.H Apply global and national dance knowledge to discuss influences on dance fitness approaches.

PE.HS.13.2.I Recognize cultural, geographic, and historical origins of the dance fitness style being studied.

PE.HS.13.2.J Responsibly apply technology and digital media as tools for supporting a healthy, active lifestyle.

**PE.HS.13.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.13.3.A Exhibit proper etiquette, respect for others, and teamwork while engaging in dance fitness activities.

PE.HS.13.3.B Demonstrate constructive peer support by giving and receiving feedback and working collaboratively.

PE.HS.13.3.C Consistently manage time, equipment, and responsibilities of self during classes.

PE.HS.13.3.D Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

### **PE.HS.13.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.13.4.A Recognize how dance skills and processes relate to strengthening skills in academic study, career readiness, and daily life (e.g., communication, work ethic, accepting feedback, creative problem-solving, and body awareness).

PE.HS.13.4.B Develop and apply a plan for preventing, monitoring, and overcoming anatomical and psychological health issues (e.g., injury prevention and management, coping skills for performance anxiety, performance goals) related to dance.

PE.HS.13.4.C Reflect on the growth of skills, strength, coordination, balance, or endurance while participating in dance fitness activities.

PE.HS.13.4.D Evaluate the benefits of dance fitness activities as they relate to living a healthy, active adult lifestyle.

PE.HS.13.4.E Refine personal goals for strengthening dance performances using self-assessment, instructor, and/or peer feedback.

### **PE.HS.14 Lifetime Activities**

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

PE.HS.14.1.A Perform and/or refine activity-specific movement skills in a variety of lifetime activities.

PE.HS.14.1.B Demonstrate competent skill performance by scoring and preventing scoring as an individual/team within authentic settings of lifetime game activities.

**PE.HS.14.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.14.2.A Apply the rules and understanding of the terminology in a variety of lifetime activities.

PE.HS.14.2.B Apply appropriate strategies and tactical decisions in a variety of lifetime activities.

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

PE.HS.14.2.D Analyze and apply technology as a tool for supporting lifetime activities as part of a healthy, active lifestyle.

**PE.HS.14.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.14.3.A Exhibit proper etiquette and sportsmanship while engaging in lifetime activities.

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

PE.HS.14.3.C Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

PE.HS.14.3.D Communicate with teammates using proper terminology in a variety of lifetime activities.

**PE.HS.14.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.14.4.A Recognize and perform modifications to lifetime activities, game expectations, or behaviors to accommodate individuals with lesser or greater skills or special needs.

PE.HS.14.4.B Investigate the benefits of lifetime activities and how they contribute to achieving and maintaining a health-enhancing level of physical activity and fitness.

PE.HS.14.4.C Select and participate in lifetime activities that meet the need for self-expression and enjoyment.

PE.HS.14.4.D Recognize and utilize stress management strategies (e.g., meditation, relaxation) to improve personal health outcomes and enhance enjoyment/engagement in physical activity.

PE.HS.14.4.E Evaluate risk and safety factors that might affect lifetime physical activity preferences throughout the life cycle.

PE.HS.14.4.F Analyze the benefits, social support network, and participation requirements of lifetime activities that can be pursued in the local environment.

## **PE.HS.15 Team Games**

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

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

PE.HS.15.1.B Demonstrate competent skill performance 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.15.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.15.2.A Apply the rules and understanding of terminology in a variety of team games and activities.

PE.HS.15.2.B Apply appropriate strategies and tactical decisions in a variety of team activities (e.g., games, sports, world games, innovative games).

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

PE.HS.15.2.D Analyze and apply technology as a tool for supporting team activities as part of a healthy and active adult lifestyle.

**PE.HS.15.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.15.3.A Exhibit proper etiquette and sportsmanship while engaging in team activities.

PE.HS.15.3.B Utilize communication skills and strategies to promote successful participation in team activities.

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

PE.HS.15.3.D Discover opportunities for social interaction and social support provided by team activities.

PE.HS.15.3.E Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

PE.HS.15.3.F Communicate with teammates using proper terminology in a variety of team games.

**PE.HS.15.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.15.4.A Evaluate the barriers of team activities as it relates to living a healthy and active adult lifestyle.

PE.HS.15.4.B Recognize and perform modifications to team activities, game expectations, or behaviors to accommodate individuals with lesser or greater skills or special needs.

PE.HS.15.4.C Evaluate risk and safety factors that might affect team game activity preferences throughout the life cycle.

PE.HS.15.4.D Recognize and utilize stress management strategies (e.g., meditation, relaxation) to improve personal health outcomes and enhance enjoyment/engagement in physical activity.

## **PE.HS.16 Outdoor Adventure Education**

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

PE.HS.16.1.A Perform and/or refine activity specific skills, body positioning, and technique in a variety of outdoor pursuits (e.g., archery, kayaking, fishing, geocaching, camping, hiking, mountain biking).

### **PE.HS.16.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.16.2.A Acquire and use appropriate terminology associated with participation in selected outdoor pursuits.

PE.HS.16.2.B Recognize one's current physical condition and limitations and apply rates of perceived exertion and pacing.

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

PE.HS.16.2.D Understand the purpose and function of equipment and how to use it safely and effectively.

PE.HS.16.2.E Analyze and apply technology as a tool for supporting lifetime activities as part of a healthy, active lifestyle.

PE.HS.16.2.F Inspect and maintain equipment for safety and longevity.

PE.HS.16.2.G Recognize the importance of correct body positioning and proper technique in a variety of outdoor activities (e.g., skiing, standup paddle boarding, biking, kayaking, climbing).

### **PE.HS.16.3 Exhibit responsible personal and social skills in a variety of physical activity settings.**

PE.HS.16.3.A Exhibit proper etiquette and outdoor behaviors that improve the outdoor experience for all.

PE.HS.16.3.B Evaluate the opportunities for social interaction and social support provided by outdoor pursuits.

PE.HS.16.3.C Demonstrate responsible outdoor behavior and care for the environment in several types of outdoor settings (e.g., city parks, state parks, national forests, and national parks).

PE.HS.16.3.D Analyze potential consequences (e.g., water quality, fire danger, wildlife habitat) of poor outdoor stewardship practices.

PE.HS.16.3.E Research and articulate specific career and educational pathways that utilize the skills and leadership competencies developed through outdoor recreation.

PE.HS.16.3.F Apply leadership skills appropriate to the demands of the activity (e.g., directing strategy vs. managing logistics in an outdoor pursuit) while ensuring all participant roles are fulfilled.

PE.HS.16.3.G Recognize and perform modifications to outdoor pursuits, activity expectations, and behaviors to accommodate individuals with lesser or greater skills or special needs.

**PE.HS.16.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.16.4.A Analyze the benefits, social support network, and participation requirements of self-selected outdoor activities that can be pursued in the local environment.

PE.HS.16.4.B Solve problems and think critically in outdoor pursuits, both as an individual and in groups.

PE.HS.16.4.C Recognize and utilize stress management strategies (e.g., meditation, relaxation) to improve personal health outcomes and enhance enjoyment/engagement in physical activity.

PE.HS.16.4.D Evaluate the barriers of outdoor pursuits as they relate to living a healthy, active adult lifestyle.

PE.HS.16.4.E Engage in self-improvement by setting goals to increase self-esteem and self-worth.

PE.HS.16.4.F Evaluate risk and safety factors (e.g., weather, wildlife, hydration, outdoor food storage and preparation, attire, emergency planning and first aid) that might affect outdoor pursuits throughout the life cycle.

PE.HS.16.4.G Apply knowledge of local environmental opportunities to select and participate in outdoor pursuits that support lifelong enjoyment and self-expression.

## **PE.HS.17 Sport Officiating**

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

PE.HS.17.1.A Consistently apply the required physical mechanics (e.g., footwork for court coverage, visual tracking drills) necessary for accurately executing officiating signals and commands.

### **PE.HS.17.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.17.2.A Acquire and use appropriate terminology associated with each sport or activity.

PE.HS.17.2.B Design and implement a plan to improve performance.

PE.HS.17.2.C Demonstrate competency in rules and regulations (e.g., making the right call) in a variety of sports.

PE.HS.17.2.D Identify regulations of court/field set up and equipment safety (e.g., field checks) for a variety of sports.

### **PE.HS.17.3 Exhibits responsible personal and social skills in a variety of physical activity settings.**

PE.HS.17.3.A Demonstrate a professional presence by communicating calls clearly, managing emotions effectively, and resolving conflicts neutrally.

PE.HS.17.3.B Utilize communication and collaboration skills that promote team dynamics within the officiating crew, table staff, coaches, and the athletes.

PE.HS.17.3.C Think critically and solve problems both as an individual and in groups.

PE.HS.17.3.D Identify how to connect with sport associations to achieve certifications for future jobs/careers.

PE.HS.17.3.E Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

#### **PE.HS.17.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.17.4.A Explain the benefits of a physically active lifestyle as it relates to a career of officiating.

PE.HS.17.4.B Explain the physical demands appropriate for officiating a given sport, such as covering field/court and maintaining pace and how it contributes to improved cardiovascular health and endurance.

PE.HS.17.4.C Recognize and utilize stress management strategies (e.g., meditation, relaxation) to improve personal health outcomes and enhance enjoyment/engagement in physical activity.

PE.HS.17.4.D Evaluate risks and safety factors (e.g., hydration, heat exhaustion, heat stroke, hypothermia, sun exposure) associated with exercising in heat, humidity, and cold.

### **PE.HS.18 Unified PE**

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

PE.HS.18.1.A Demonstrate proficiency in multiple motor skills in a variety of physical activities (e.g., running, core exercises, yoga, resistance training).

PE.HS.18.1.B Perform and/or refine activity-specific movement skills in a variety of physical activities (e.g., outdoor pursuits, aquatics, net games, individual performance activities, team sports/games).

PE.HS.18.1.C Perform technique for beginning resistance training, body weight exercises, and/or free weight exercises.

**PE.HS.18.2 Apply knowledge of concepts, principles, tactics, and strategies related to movement and performance in a variety of physical activities.**

PE.HS.18.2.A Acquire and use appropriate terminology associated with exercise and participation in a variety of physical activities.

PE.HS.18.2.B Analyze and improve performance of self-and/or others in a selected skill using movement concepts and principles (e.g., force, motion, rotation).

PE.HS.18.2.C Identify and perform a variety of warm-ups, cool downs, and stretching exercises.

**PE.HS.18.3 Exhibits responsible personal and social skills in a variety of physical activity settings.**

PE.HS.18.3.A Exhibit proper etiquette, respect for others, and teamwork while engaging in a variety of physical activities.

PE.HS.18.3.B Utilize communication skills and strategies that promote team/group dynamics.

PE.HS.18.3.C Apply best practices for participating safely in a variety of physical activities.

PE.HS.18.3.D Establish and demonstrate leadership behaviors (communication, decision-making, accountability) while effectively performing participant roles.

PE.HS.18.3.E Develop confidence and empower all students to foster an inclusive class and school-wide environment.

**PE.HS.18.4 Recognize the personal benefits of a variety of physical activities.**

PE.HS.18.4.A Discuss the benefits of a physically active lifestyle throughout the life cycle.

PE.HS. 18.4.B Choose and engage in physical activities that support personal goals related to health, challenge, enjoyment, self-expression, or social interaction.

PE.HS.18.4.C Evaluate risks and safety factors that might impact physical activity preferences throughout the life span.