Physical Education Standard 1 **Demonstrate competency in a variety of motor skills and movement patterns**

Rationale

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, nonlocomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

• Locomotor skills – walking, running, hopping, skipping, leaping, galloping, sliding, jumping and landing (horizontal plane), jumping and landing (vertical plane)

• Nonlocomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending

• Manipulative skills – Throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhead), striking (short and long implement), jumping rope

| **1** | **2** | **3** | **4** |
| --- | --- | --- | --- |
| PE 1.1 aPerform a combination of motor skills in a variety of contexts. | PE 1.1 aUse a combination of motor skills to engage in a variety of activities. | PE 1.1 aExhibit competency in fundamental motor skills and selected combinations of skills. | PE 1.1 aPerform, with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities. |
| PE 1.2 aPerform developmentally appropriate dance steps and movement patterns. | PE 1.2 aCombine locomotor movement patterns and dance steps used in an original dance | PE 1.2 aCombine locomotor skills in cultural as well as creative dances (self and group), including those of traditional and contemporary American Indian cultures, with correct rhythm and patterns. | PE 1.2 aIdentify correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures. |

**Rubric will be used to assess activities such as:**

Warm-up activities

Balance activities

Tumbling

Sports manipulatives

Dance

Physical Education Standard 2  **Apply knowledge of concepts, principles, strategies and tactics related to movement and performance**

Rationale

Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| PE 2.1 aDiscuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures  | PE 2.1 aDiscuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures  | PE 2.1 aRecognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures | PE 2.1 a  Research the history and origin of various games, sports, and dance, including those of traditional and contemporary American Indian cultures  |
| PE 2.2 aRecognize the concept of open space in movement context | PE 2.2 aUnderstand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments  | PE 2.2 aCombine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments  | PE 2.2 aUse tactics to create open space and close space      during small-side play by combining locomotor movements PE 2.2 bDescribe and apply a variety of movement concepts  |

**Rubric will be used to assess activities such as:**

Jump Rope

Locomotor

Gymnastics

Dance

Space

Physical Education Standard 3: **Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

Rationale

Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| PE 3.1 aDiscuss the importance of hydration and hydration choices relative to physical activities. | PE 3.1 aAnalyze the impact of food choices relative to physical activity, youth sports, and personal health. | PE 3.1 aAnalyze the impact of food choices relative to physical activity, youth sports, and personal health. | PE 3.1 aDescribe the relationship between poor nutrition and health risk factors. |
| PE 3.2 aChart participation in physical activities outside health enhancement class. | PE 3.2 aAnalyze opportunities for participating in physical activities outside health enhancement class. | PE 3.2 aChart and analyze fitness benefits of physical activity outside health enhancement class. | PE 3.2 aIdentify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health. |
| PE 3.5 aEngage in the activities of health enhancement class without teacher prompting. | PE 3.5 aActively engages in the activities of health enhancement class, both teacher-directs and independent. | PE 3.5 aActively participate in all activities of health enhancement class. | PE 3.5 aParticipate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class.b. Plan and implement a program to enhance personal fitness. |
| PE 3.6 aDescribe the concept of physical fitness and provide examples of physical activity that enhance fitness. | PE 3.6 aIdentify the components of health-related fitness. | PE 3.6 aDifferentiate between skill-related and health-related fitness. | PE 3.6 aCompare and contrast health-related fitness components. |

**Rubric will be used to assess activities such as:**

Participation

Muscular ID

Components of physical education

Physical Education Standard 4  **Exhibit responsible personal and social behavior that respects self and others**

Rationale

Respect of self and others commences in the physical education environment and extends to all other areas of academia.  This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| PE 4.1 aPractice personal responsibility in teacher-directed activities  | PE 4.1 aDemonstrate responsible behavior in independent group situations  | PE 4.1 aParticipate in physical activity with responsible interpersonal behavior  | PE 4.1 aAccept responsibility for improving one’s own levels of physical activity and fitness  |
| PE 4.2 aWork independently for extended periods of time | PE 4.2 aReflect on personal social behavior in physical activity | PE 4.2 aParticipate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities  | PE 4.2 aExplain practices that promote responsible behavior of self and others in a variety of physical activities |
| PE 4.3 aAccept and implement specific corrective teacher feedback  | PE 4.3 aListen respectfully to corrective feedback from others | PE 4.3 aGive corrective feedback respectfully to peers  | PE 4.3 aProvide encouragement and feedback to peers without prompting from teacher  |
| PE 4.4 aRecognize the role of rules and etiquette in physical activity with peers | PE 4.4 aAdhere to rules of etiquette in a variety of physical activities  | PE 4.4 aCritique the etiquette involved in rules of various  activities | PE 4.4 aApply rules and etiquette by acting as an official during modified games, dance and rhythm  |
| PE 4.5 aSupport and work cooperatively with others | PE 4.5 aRecognize and support individual differences in movement performance at all skill levels | PE 4.5 aAccept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects | PE 4.5 aCooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play b. Respond appropriately to participant’s ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts  |
| PE 4.6 aDiscuss ways to accept other’s ideas, cultural diversity, and body types during games and physical activities | PE 4.6 aDescribe ways to accept other’s ideas, cultural diversity, and body types during games and physical activities | PE 4.6 aAccept other’s ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects | PE 4.6 aProvide ways to accept other’s ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects  |
| PE 4.7 aWork independently and safely in physical activity settings | PE 4.7 aWork safely with peers and equipment in physical activity settings | PE 4.7 aApply safety principles with physical activities | PE 4.7 aIdentify safety concerns and use  physical activity and fitness equipment appropriately  |

**Rubric will be used to assess activities such as:**

Independent workouts

Practicing safe conduct in the gym

Following directions

Changing skill technique with teacher feedback

Physical Education Standard 5  **Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction**

Rationale

Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle.  This standard helps students develop an appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| PE 5.1 aDiscuss the relationship between physical activity and good health  | PE 5.1 aExamine the health benefits of participating in physical activity  | PE 5.1 aCompare the health benefits of participating in selected physical activities  | PE 5.1 aIdentify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health |
| PE 5.2 aDiscuss the challenge that comes from learning a new physical activity  | PE 5.2 aRate the enjoyment of participating in challenging and mastered physical activities  | PE 5.2 aExpress, through various media, the enjoyment and/or challenge of participating in a favorite physical activity | PE 5.2 aDevelop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge  |
| PE 5.3 aDescribe the positive social interactions that come when engaged with others in physical activity  | PE 5.3 aDescribe and compare the positive social interactions when engaged in partner, small-group and large-group physical activities  | PE 5.3 aAnalyze the social benefits gained from participating in physical activity  | PE 5.3 aCompare and contrast various physical activities for their social benefit  |

**Rubric will be used to assess activities such as:**

Post-exercise discussions on growth mindset, challenge versus failure, enjoyment of exercise, etc.