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** |
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| PE 1.1 a  Perform a combination of motor skills in a variety of contexts. | PE 1.1 a  Use a combination of motor skills to engage in a variety of activities. | PE 1.1 a  Exhibit competency in fundamental motor skills and selected combinations of skills. | PE 1.1 a  Perform, with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities. |
| PE 1.2 a  Perform developmentally appropriate dance steps and movement patterns. | PE 1.2 a  Combine locomotor movement patterns and dance steps used in an original dance | PE 1.2 a  Combine 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 a  Identify 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.

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| **1** | **2** | **3** | **4** |
| PE 2.1 a  Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures | PE 2.1 a  Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures | PE 2.1 a  Recognize 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 a  Recognize the concept of open space in movement context | PE 2.2 a  Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments | PE 2.2 a  Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments | PE 2.2 a  Use tactics to create open space and close space      during small-side play by combining locomotor movements  PE 2.2 b  Describe 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.

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| **1** | **2** | **3** | **4** |
| PE 3.1 a  Discuss the importance of hydration and hydration choices relative to physical activities. | PE 3.1 a  Analyze the impact of food choices relative to physical activity, youth sports, and personal health. | PE 3.1 a  Analyze the impact of food choices relative to physical activity, youth sports, and personal health. | PE 3.1 a  Describe the relationship between poor nutrition and health risk factors. |
| PE 3.2 a  Chart participation in physical activities outside health enhancement class. | PE 3.2 a  Analyze opportunities for participating in physical activities outside health enhancement class. | PE 3.2 a  Chart and analyze fitness benefits of physical activity outside health enhancement class. | PE 3.2 a  Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health. |
| PE 3.5 a  Engage in the activities of health enhancement class without teacher prompting. | PE 3.5 a  Actively engages in the activities of health enhancement class, both teacher-directs and independent. | PE 3.5 a  Actively participate in all activities of health enhancement class. | PE 3.5 a  Participate 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 a  Describe the concept of physical fitness and provide examples of physical activity that enhance fitness. | PE 3.6 a  Identify the components of health-related fitness. | PE 3.6 a  Differentiate between skill-related and health-related fitness. | PE 3.6 a  Compare 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.

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| **1** | **2** | **3** | **4** |
| PE 4.1 a  Practice personal responsibility in teacher-directed activities | PE 4.1 a  Demonstrate responsible behavior in independent group situations | PE 4.1 a  Participate in physical activity with responsible interpersonal behavior | PE 4.1 a  Accept responsibility for improving one’s own levels of physical activity and fitness |
| PE 4.2 a  Work independently for extended periods of time | PE 4.2 a  Reflect on personal social behavior in physical activity | PE 4.2 a  Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities | PE 4.2 a  Explain practices that promote responsible behavior of self and others in a variety of physical activities |
| PE 4.3 a  Accept and implement specific corrective teacher feedback | PE 4.3 a  Listen respectfully to corrective feedback from others | PE 4.3 a  Give corrective feedback respectfully to peers | PE 4.3 a  Provide encouragement and feedback to peers without prompting from teacher |
| PE 4.4 a  Recognize the role of rules and etiquette in physical activity with peers | PE 4.4 a  Adhere to rules of etiquette in a variety of physical activities | PE 4.4 a  Critique the etiquette involved in rules of various  activities | PE 4.4 a  Apply rules and etiquette by acting as an official during modified games, dance and rhythm |
| PE 4.5 a  Support and work cooperatively with others | PE 4.5 a  Recognize and support individual differences in movement performance at all skill levels | PE 4.5 a  Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects | PE 4.5 a  Cooperate 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 a  Discuss ways to accept other’s ideas, cultural diversity, and body types during games and physical activities | PE 4.6 a  Describe ways to accept other’s ideas, cultural diversity, and body types during games and physical activities | PE 4.6 a  Accept other’s ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects | PE 4.6 a  Provide ways to accept other’s ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects |
| PE 4.7 a  Work independently and safely in physical activity settings | PE 4.7 a  Work safely with peers and equipment in physical activity settings | PE 4.7 a  Apply safety principles with physical activities | PE 4.7 a  Identify 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.

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| **1** | **2** | **3** | **4** |
| PE 5.1 a  Discuss the relationship between physical activity and good health | PE 5.1 a  Examine the health benefits of participating in physical activity | PE 5.1 a  Compare the health benefits of participating in selected physical activities | PE 5.1 a  Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health |
| PE 5.2 a  Discuss the challenge that comes from learning a new physical activity | PE 5.2 a  Rate the enjoyment of participating in challenging and mastered physical activities | PE 5.2 a  Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity | PE 5.2 a  Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge |
| PE 5.3 a  Describe the positive social interactions that come when engaged with others in physical activity | PE 5.3 a  Describe and compare the positive social interactions when engaged in partner, small-group and large-group physical activities | PE 5.3 a  Analyze the social benefits gained from participating in physical activity | PE 5.3 a  Compare 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.