

Physical Education

2. Students will apply movement concepts and principles to the learning and development of motor skills.													
I (Introduce), R (Reinforce/Expand), A (Apply)													
Student will demonstrate the ability to:	K	1	2	3	4	5	6	7	8	9	10	11	12
◆ Movement vocabulary M(G&M)-9													
○ Recognize initial movement vocabulary	I	I	R	A	A	A	A	A	A	A	A	A	A
○ Apply movement vocabulary	I	I	R	A	A	A	A	A	A	A	A	A	A
○ Activity specific knowledge				I	I	I	R	R	R	A	A	A	A
◆ Listen and respond appropriately to feedback in regard to movement skills	I	I	R	A	A	A	A	A	A	A	A	A	A
◆ Application of biomechanical principles													
○ Center of gravity, base of support, force, etc.			I	I	R	R	A	A	A	A	A	A	A
◆ Recognize strategies for offensive and defensive concepts													
○ Off ball movement, recognize passing lanes, scoring strategies, passing ahead, etc.			I	I	R	R	R	R	R	A	A	A	A
◆ Transfer skills, concepts, strategies and principles between activities				I	I	I	R	R	R	R	A	A	A
◆ Analyze and apply basic strategies in games and sports						I	I	R	R	A	A	A	A

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4. Students will apply physical activity- related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.													
I (Introduce), R (Reinforce/Expand), A (Apply)													
Student will demonstrate the ability to:	K	1	2	3	4	5	6	7	8	9	10	11	12
◆ Participate in activities promoting health-related fitness.	I	R	A	A	A	A	A	A	A	A	A	A	A
◆ Recognize components of health-related physical fitness assessment.	I	R	A	A	A	A	A	A	A	A	A	A	A
◆ Identify health-enhancing physical activities in which they participate.	I	R	A	A	A	A	A	A	A	A	A	A	A
◆ Participate in activities promoting health-related fitness assessment			I	R	A	A	A	A	A	A	A	A	A
◆ Participate regularly in physical activities for the purpose of improving skills and health.	I	R	R	A	A	A	A	A	A	A	A	A	A
◆ Recognize, understand, assess, evaluate & interpret how fitness assessment results relate to their ability to perform various activities.	I	I	I	I	I	I	R	R	A	A	A	A	A
◆ Assess and evaluate personal health status from fitness assessment results.							I	I	R	R	A	A	A
◆ Explain how and why participation in a variety of activities can affect fitness and health.							I	R	R	A	A	A	A
◆ Apply fitness assessment results to develop personal fitness goals and create a detailed plan to achieve those goals to improve personal health status.							I	R	R	A	A	A	A
◆ Introduce physical activities in structured and non-structured settings that promote lifelong fitness and health.	I	I	I	I	I	I	I	I	I	I	I	I	I
◆ Utilize a variety of technologies to assess, plan, maintain or enhance physical activity level.			I	I	R	R	R	R	R	A	A	A	A

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5. Student will demonstrate responsible personal and social behavior in physical activity settings.													
	I (Introduce), R (Reinforce/Expand), A (Apply)												
Student will demonstrate the ability to:	K	1	2	3	4	5	6	7	8	9	10	11	12
◆ Use self-control with regard to personal general space in movement activities and games.	I	R	R	A	A	A	A	A	A	A	A	A	A
◆ Follow activity-specific laws, rules, procedures, and etiquette.	I	R	R	A	A	A	A	A	A	A	A	A	A
◆ Utilize safety principles in activity situations and settings.	I	R	R	A	A	A	A	A	A	A	A	A	A
◆ Work cooperatively and productively with a partner and/or a group to accomplish a set goal.	I	R	R	A	A	A	A	A	A	A	A	A	A
◆ Work independently and on task for developmentally appropriate periods of time.	I	I	R	R	A	A	A	A	A	A	A	A	A
◆ Understand and use appropriate interactions with peers while participating in group activities.	I	I	R	R	A	A	A	A	A	A	A	A	A
◆ Recognize, describe and use ways to peacefully resolve conflicts.	I	I	R	R	R	R	A	A	A	A	A	A	A
◆ Explain the influence of peer pressure on behavior in physical activity settings.				I	R	R	A	A	A	A	A	A	A
◆ Analyze potential consequences when confronted with a behavior choice.	I	I	I	R	R	A	A	A	A	A	A	A	A
◆ Discuss the use of physical activity as a means for social interaction.				I	R	R	A	A	A	A	A	A	A
◆ Participate with others in games, sports, and activities to achieve a common goal.				I	R	R	A	A	A	A	A	A	A

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6. Students will understand that internal environments influence physical activity.													
	I (Introduce), R (Reinforce/Expand), A (Apply)												
Student will demonstrate the ability to:	K	1	2	3	4	5	6	7	8	9	10	11	12
◆ Recognize, identify, and describe characteristics of appropriate and safe areas within their neighborhood to participate in physical activity.	I	R	R	A	A	A	A	A	A	A	A	A	A
◆ Recognize identify, and describe physical activities that can be performed in a variety of settings.	I	R	R	A	A	A	A	A	A	A	A	A	A
◆ Recognize, identify, and describe there are youth organizations in the community that offer physical activity programs.	I	I	R	A	A	A	A	A	A	A	A	A	A
◆ Recognize and identify that there are a variety of valid sources to find information about physical activity.	I	I	I	R	A	A	A	A	A	A	A	A	A
◆ Recognize how peers, media, and technology can impact one's level of physical activity.				I	R	R	A	A	A	A	A	A	A
◆ Describe how one's home/family environment can impact one's level and type of physical activity.					I	I	R	A	A	A	A	A	A
◆ Design healthy ways to promote physical activity with one's peers.										I	R	A	A
◆ Identify and analyze how positive and negative emotions can impact physical activity levels, and describe ways to overcome emotional barriers to physical activity.					I	I	R	R	R	A	A	A	A
◆ Analyze potential consequences when confronted with behavior choice.	I	I	I	R	R	R	A	A	A	A	A	A	A