

# **Wisconsin Standards for Physical Education Curriculum Checklist**



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**PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**1. Grades PK–2**

<b>Learning Priority</b> <b>Develops, refines, and applies fundamental motor patterns.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Uses locomotor skills.</b>	1:1:A1 Skips, hops, gallops, slides, etc., using mature form. 1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills. 1:1:A3 Repeats a dance pattern without cues. 1:1:A4 Performs tumbling activities, including rolls, jumps, and weight transfer skills.	
<b>B. Uses manipulative skills.</b>	1:1:B1 Throws a ball underhand using mature form. 1:1:B2 Throws a ball overhand. 1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike). 1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.	
<b>C. Uses non-locomotor skills.</b>	1:1:C1 Balances with a variety of body parts or objects in creative shapes—round, twisted, narrow, symmetrical, and asymmetrical shapes.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Performs hops and skips accurately.	Vary the height, speed, and balance requirements	First, stand on one foot. Second, bounce up and down on one foot without leaving the ground. Third, bounce up and down on a mini-trampoline. Fourth, hop while holding onto a chair. Fifth, step hop while pushing a rolling chair.
Demonstrates proper throwing and catching techniques.	Vary the size and weight of the object being thrown and caught to change the speed and flight pattern.	First, use a balloon. Second, use a beach ball. Third, use a success ball. Fourth, use a tennis ball.
Demonstrates proper jump roping technique.	Vary the speed of the rope and the task requirement.	First, jump or roll over a rope or line on the ground. Second, jump or roll over a long rope swinging back and forth on the ground. Third, run or roll through a turned long rope. Fourth, jump through a self-turned half hoop.

**PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

**1. Grades PK–2**

<b>Learning Priority</b> <b>Demonstrates a cognitive understanding of a skill so as to improve performance.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Demonstrates cognitive understanding.</b>	2:1:A1 Identifies correctly body planes and various body parts. 2:1:A2 Recognizes appropriate safety practices with and without physical education equipment. 2:1:A3 States that best effort is shown by trying new or hard tasks. 2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each. 2:1:A5 Corrects movement errors in response to corrective feedback. 2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles. 2:1:A7 Explains that appropriate practice improves performance. 2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Identifies correct body planes and various body parts.	Vary the methods of communication of understanding.	First, match a picture of the body part to the actual body part. Second, select a picture of a body part when given the cue word. Third, match a picture of a body part on a model or peer. Fourth, touch the body part identified when given a cue.
States the short-term effects of physical activity on the body.	Vary the methods of communication of understanding.	First, place hand on heart to feel the difference in speed in different physical activities. Second, circle a picture of the body sweating and heart beating fast when given four choices of "what is your body doing" after a physical activity.

**PK-12 Standard 3: Participates regularly in physical activity.**

**1. Grades PK–2**

<b>Learning Priority</b> <b>Engages in many types of physical activities.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Chooses to be physically active.</b>	3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis. 3:1:A2 Participates in a variety of physical activities outside of school with and without objects. 3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Participates in physical activities at home or in the community.	Vary the reporting method of participation.	First, pick two favorite activities to participate in at home and have caregivers give a smiley face or check once completed. Second, increase the number of activities chosen. Third, choose a school friend to participate in an activity together and turn in a drawing of the activity completed.

**PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

**1. Grades PK–2**

<b>Learning Priority</b> <b>Develops knowledge, skills, and attitudes toward achieving physical fitness.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Chooses to be physically active.</b>	4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.	
	4:1:A2 Engages in a series of physical activities without tiring easily.	
	4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.	
<b>B. Manages healthy physical activity.</b>	4:1:B1 Begins to identify muscle groups used in activities.	
	4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.	
	4:1:B3 Recognizes that health-related physical fitness consists of several different components.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Sustains activity for longer periods of time in physical education.	Steadily increase the time on task.	First, track number of steps in class with a pedometer. Second, set a goal for an increased number of steps and provide an extrinsic reward (sticker, checkmark) each time the goal is met. Third, gradually decrease the extrinsic rewards.
Recognizes the components of physical fitness.	Vary the instructional method.	First, use repetition to identify cardiovascular, muscular strength and endurance, and flexibility exercises. Second, use reflective questioning and picture cards to have students point to the type of activity. Third, have students circle a picture of the type of activity they participated in.

**PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

**1. Grades PK–2**

<b>Learning Priority</b>		
<b>Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Incorporates safe practices and adherence to rules and procedures.</b>	5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice. 5:1:A2 Follows directions given to the class for an all-class activity. 5:1:A3 Uses safety procedures. 5:1:A4 Reports the results of work honestly. 5:1:A5 Enjoys participating alone while exploring movement tasks. 5:1:A6 Follows rules, procedures, and etiquette in class. 5:1:A7 Works independently, productively, and demonstrates a willingness to challenge self.	
<b>B. Demonstrates teamwork, ethics, and positive social interaction.</b>	5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns. 5:1:B2 Participates in a variety of cooperative activities. 5:1:B3 Works in a diverse group setting without interfering with others. 5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability). 5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity. 5:1:B6 Regularly encourages others and refrains from negative statements.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Works independently.	Vary the type of reward provided for independent participation.	<p>First, have students count down repetitions of a skill by dropping a popsicle stick into a cone for each repetition completed (one stick for each lap).</p> <p>Second, have students count out loud the repetitions to a peer.</p> <p>Third, increase the expected number of repetitions based on independence level.</p>
Participates in cooperative activities.	Vary the amount and type of interaction.	<p>First, complete partner activities, emphasizing eye contact and encouragement.</p> <p>Second, complete small group activities, verbally rewarding eye contact, encouraging words, and cooperation.</p> <p>Third, challenge large groups with a common task, allowing the group to decide modifications needed for struggling group members.</p>

**PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**1. Grades PK–2**

<b>Learning Priority</b> <b>Participates in new movements and skills for enjoyment.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Engages in physical activity.</b>	6:1:A1 Shares verbal and nonverbal indicators of enjoyment.	
	6:1:A2 Attempts new movements and skills willingly.	
	6:1:A3 Participates even when not successful.	
	6:1:A4 Identifies several activities that are enjoyable.	
	6:1:A5 Expresses personal feelings on progress made while learning a new skill.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Attempts new movements willingly.	Vary the method of communication.	First, along with the students, develop a list of their favorite activities. Second, develop a “first/then” card combining pictures of new activities (first) and favorite activities (then = reward activities). Third, add new activities and reduce reward activities. Fourth, gradually remove use of the card.
Expresses personal feelings.	Vary the method of communication.	First, have students point to a picture of the skills they like. Second, have students circle a face on a “face chart” depicting how they felt about the skills (happy face, serious face, frown face). Third, have pictures of the skills on a chart and upon completion of the skill have the student place a red (not good) or blue (good) chip over the skill, based on their feeling of their participation in the skill.

**PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**2. Grades 3–5**

<b>Learning Priority</b> <b>Refines, combines, and varies motor skills.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Refines skill development.</b>	1:2:A1 Jumps vertically and lands using mature form. 1:2:A2 Throws overhand with mature form. 1:2:A3 Catches a fly ball using mature form. 1:2:A4 Strikes an object using feet, hands, or implement to a target. Examples include: volleyball, soccer, baseball, hockey, golf, rackets. 1:2:A5 Balances while moving in control through locomotor and non-locomotor skills. 1:2:A6 Balances with control on a variety of objects.	
<b>B. Refines skill application.</b>	1:2:B1 Performs a combination of movement, sport, or leisure skills. Examples include: dribble, pass, receive, shoot juggling rhythm patterns jump rope front cross 1:2:B2 Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence. 1:2:B3 Throws a ball overhand and hits a moving target.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Strikes an object using hands or a long-handled implement.	Vary the size of object being struck, location of objects, and what is being used to do the striking.	First, strike an exercise ball with hands or a plastic bat. Second, strike floating bubbles. Third, strike a ball off an upside down cup on a tray or table. Fourth, strike a foam ball off of a tee using a long-handled implement. Fifth, strike a suspended beach ball. Sixth, strike a balloon with a paddle.
Demonstrates proper throwing and catching skills.	Vary the size and weight of the object being thrown and caught to change the speed and flight pattern and the distance thrown to or from.	First, use a balloon or beach ball. Second, use a success ball. Third, use a foam ball. Fourth, use a bean bag.
Jumps vertically and lands using mature form.	Vary the height jumped and level of assistance.	First, bounce on a therapy ball. Second, jump on small trampoline with and without hands held. Third, jump off of an aerobic step, at one level, onto a mat.

**PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

**2. Grades 3–5**

<b>Learning Priority</b> <b>Develops a cognitive understanding of a skill so as to improve performance.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Demonstrates cognitive understanding.</b>	2:2:A1 Explains that warm-up prepares the body for physical activity.	
	2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.	
	2:2:A3 Identifies and demonstrates key elements of skill being taught.	
	2:2:A4 Explains the necessity of transferring weight in skills.	
	2:2:A5 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.	

<b>Learning Priority</b> <b>Develops the ability to transfer complex motor skills they have learned into new skills/games.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>B. Utilizes skill application.</b>	2:2:B1 Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student.	
	2:2:B2 Corrects movement errors in response to corrective feedback given by teacher or peer.	
	2:2:B3 Designs a new game incorporating at least two motor skills and rules.	
	2:2:B4 Explains how appropriate practice improves performance.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Locates heart rate and describe how it is used to monitor exercise intensity.	Vary when heart rates are to be taken, and switch the spot that it should be checked.	First, be able to locate heart beat. Second, recognize when a heart is beating fast or slow. Third, explain activities that make a heart beat faster, and how to slow it down after exercise. Fourth, match a picture of a fast or slow heart beat to pictures of high and low intensity activities.
Explains how warm-up and appropriate practice improves performance in physical activity.	Vary the method of feedback and reflection of performance.	First, always include warm-up on the activity schedule for the day. Second, set incremental goals for participation level in the warm-up and practice time. Third, have peers give verbal cues and feedback during practice time based on a skill rubric. Fourth, have students rate themselves on skill performance prior to and after practice time, on a scale of 1 to 5.
Shows knowledge of skills, and provides positive constructive feedback for classmates to improve their skills.	Vary assessments and groupings of students.	First, use short verbal cues for each skill and have students say them out loud. Second, have peers take video clips of each other performing skills and replay the performance for them, identifying areas for improvement. Third, have students watch video clips of skills and score the performance on a rubric. Fourth, provide peer assessments for students to compete with each other.

**PK-12 Standard 3: Participates regularly in physical activity.**

**2. Grades 3–5**

<b>Learning Priority</b>		
<b>Regularly participates in activities that provide enjoyment and health benefits.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Chooses to be physically active.</b>	<p>3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.</p> <p>3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.</p> <p>3:2:A3 Chooses to participate in structured and purposeful activity.</p> <p>3:2:A4 Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.</p> <p>3:2:A5 Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program such as Movin' &amp; Munchin' Schools, Log It, Fuel Up, and Play.</p>	
<b>B. Sets goals for a physically active lifestyle.</b>	<p>3:2:B1 Identifies one personal movement goal for use outside of physical education class.</p> <p>3:2:B2 Identifies two personal fitness goals to improve personal fitness.</p>	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Chooses to participate in moderate to vigorous physical activity outside of physical education class that is structured and purposeful.	Vary type of reinforcement for participation outside of school.	<p>First, students explain individual physical activity interests through pictures, reports, or digital movies.</p> <p>Second, provide students with activity ideas in the community that offer these activities.</p> <p>Third, provide a reward program for verified extracurricular physical activity.</p> <p>Fourth, conduct a Share Day where all students can share the physical activities they do after school.</p>
Monitors his or her physical activity level outside of school, by using a daily log and pedometer if available.	Vary methods of logging activity.	<p>First, provide a daily log book to record the activity performed, and the amount of steps achieved.</p> <p>Second, collaborate with media services or classroom teacher for online logging of weekly class steps.</p> <p>Third, encourage students to record their steps outside of school using a log book or online resources.</p>
Creates one personal movement goal to be active outside of physical education class, and two personal fitness goals to improve overall fitness.	Vary the frequency, intensity, time, and/or type of activity goals.	<p>First, provide a baseline day where students can establish their current fitness level to help develop appropriate goals.</p> <p>Second, administer a leisure interest survey to determine activities which interest the students.</p> <p>Third, provide feedback to students on their established goals.</p> <p>Fourth, have students report on goal progress through journals, pictures, digital videos, or caregiver log sheets.</p>

**PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

**2. Grades 3–5**

<b>Learning Priority</b> <b>Develops healthy habits that address the various components of physical fitness.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Understands health benefits of being physically active.</b>	4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.	
	4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.	
	4:2:A3 Identifies at least one muscle for each evidence-based test used.	
	4:2:A4 Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.	
<b>B. Manages healthy physical activity.</b>	4:2:B1 Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	
	4:2:B2 Meets the age- and gender-specific health-related fitness standards.	
	4:2:B3 Identifies his or her strengths and weaknesses based upon the results of an appropriate fitness test and sets goals to show improvement.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Maintains heart rate, in the target heart rate zone, for a specific length of time.	Vary the length of time, reward system, and individualize the target heart rate zone.	<p>First, provide an external reward for meeting the time identified (sticker, sports drink, free time).</p> <p>Second, provide an external reward intermittently when the time is met.</p> <p>Third, have students describe how they feel when meeting the time and phase out the external reward.</p>
Participates in an evidence-based fitness test and identifies one muscle used in each.	Vary the testing requirements.	<p>First, if unable to complete the evidence-based fitness test, the test should be modified but have comparable tests.</p> <p>Second, have students repeat one muscle name while pointing to and making a sign for that muscle, for each test item.</p> <p>Third, have students point to a muscle when shown the sign and told the name.</p>
Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test.	Utilize Healthy Fitness Zones established for diverse populations.	<p>First, select an evidence-based fitness test (e.g., FitnessGram or Brockport Test of Physical Fitness).</p> <p>Second, set appropriate goals based on recommended Healthy Fitness Zone for each test.</p> <p>Third, set incremental steps appropriate for the student to work toward their goals and establish a progress chart for them to document progress.</p>

**PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

**2. Grades 3–5**

<b>Learning Priority</b> <b>Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Demonstrates safe practices and adherence to rules and procedures.</b>	5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.	
	5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.	
	5:2:A3 Demonstrates safe control of body and equipment.	
	5:2:A4 Follows class, activity, or game rules respectfully.	
<b>B. Demonstrates a commitment to teamwork, ethics, and positive social interaction.</b>	5:2:B1 Cooperates with all class members by taking turns and sharing equipment.	
	5:2:B2 Participates in a variety of team building activities.	
	5:2:B3 Works productively with a partner to improve performance.	
	5:2:B4 Recognizes and appreciates similar and different activity choices of peers.	
	5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.	
	5:2:B5 Shows respect for the views of a peer during class discussion.	
	5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.	
	5:2:B8 Regularly encourages others and refrains from negative statements.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Accepts teacher's decisions regarding rules.	Integrate self-regulation strategies and vary reward methods.	<p>First, establish a visual cue to help students understand if their behavior needs regulating (e.g., teacher pulls their own earlobe).</p> <p>Second, agree on a "cool down" spot for students to go for the second cue.</p> <p>Third, try to reduce cues and length of time in the spot and encourage students to self-regulate.</p>
During class discussion, shows respect for peers.	Vary type of reinforcement used for positive interaction.	<p>First, develop a group signal that shows appreciation (e.g., thumbs up, finger wave).</p> <p>Second, use the signal when one student supports a peer.</p> <p>Third, encourage the group to initiate use of the signal when they see encouragement among peers.</p>
Follows respectfully class, activity, or game rules.	Vary reinforcement strategies for positive behavior and be consistent with consequences for disrespect.	<p>If the student has a Behavior Intervention Plan, be sure it is being followed.</p> <p>Second, reinforce respect for rules with extrinsic items (e.g., pick a coupon from the coupon jar—lead an activity, choose an activity, create activity coupons).</p> <p>Gradually phase in intrinsic reinforcement (e.g., How did that make you feel? You must be proud of yourself!) and reduce extrinsic reinforcement.</p>

**PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**2. Grades 3–5**

<b>Learning Priority</b> <b>Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Applies intrinsic values to physical activity.</b>	6:2:A1 Identifies positive feelings associated with participation in physical activities.	
	6:2:A2 Selects and practices a skill on which improvement is needed.	
	6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.	
	6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.	
	6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.	
<b>B. Demonstrates positive social interaction as a benefit of physical activity.</b>	6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits.	
	6:2:B2 Interacts with others by helping with their physical activity challenges.	
	6:2:B3 Choose to participate in group physical activities.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Develops a movement sequence of interest.	Vary the requirements of the sequence (numbers of skills, length of routine, difficulty of skills).	<p>First, create pictures of possible skills of interest to be included in the sequence.</p> <p>Second, create a Velcro™ chart with spots for the appropriate number of skills to be included.</p> <p>Third, allow students to select the skills in the sequence and place them on the chart.</p> <p>Fourth, place one skill at a time on the chart and allow practice on that skill until mastery.</p> <p>Fifth, add one more skill and have students do both skills. Continue until routine is mastered.</p>
Identifies positive feelings that are associated with physical activity.	Vary activity intensity, and discuss all feelings associated with exercise, by providing explanation of benefits.	<p>First, use quick assessments with the class at the end of each activity to help them reflect on their feelings (e.g., thumbs up, in the middle or down; show me one through five fingers how much you liked this activity; circle a picture of how you feel about this activity).</p> <p>Second, use the same methods to help them report how their body and mind feels after an activity. (E.g., Did this make you feel strong? Thumbs up, middle, or down.)</p> <p>Third, have a bulletin board for student drawings of how they feel when they are active.</p>

**PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**3. Grades 6–8**

<b>Learning Priority</b>		
<b>Demonstrates basic and specialized skills, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<p><b>A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.</b></p>	<p>1:3:A1 Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through).</p> <p>1:3:A2 Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).</p> <p>1:3:A3 Demonstrates correct alignment in a target sport (e.g., archery, golf, curling, etc.) to control direction.</p> <p>1:3:A4 Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow.</p> <p>1:3:A5 Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading.</p> <p>1:3:A6 Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).</p> <p>1:3:A7 Demonstrates use of technology (compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing.</p>	
<p><b>B. Applies skill application to successful use of skills and sport tactics.</b></p>	<p>1:3:B1 Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc).</p> <p>1:3:B2 Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).</p> <p>1:3:B3 Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).</p> <p>1:3:B4 Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.</p>	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).	Vary the level of opposition and distance to be dribbled.	<p>First, dribble a ball without obstacles or opponent for a given distance.</p> <p>Second, dribble a ball for a given distance while avoiding stationary obstacles.</p> <p>Third, dribble a ball for a given distance with single opponent.</p> <p>Fourth, dribble a ball preventing an opponent from stealing the ball in game play activities.</p>
Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball).	Vary equipment, net height, and distance to be served.	<p>First, underhand strike using balloons or beach balls.</p> <p>Second, underhand strike ball to varied heights targets on a wall at a given distance.</p> <p>Third, underhand serve a ball over a net at a lowered height from varied distances.</p> <p>Fourth, underhand serve a ball over the net and in bounds during game play activities.</p>
Demonstrates use of technology (compass and GPS) in outdoor pursuits.	Vary level of prompting, environment, and equipment.	<p>First, develop a string course to help students connect maps to compasses and directions. Use clear control markers.</p> <p>Second, help students connect red and North (as in a compass), by marking the north end of the gym and school with red polydots.</p> <p>Third, develop a white course for students to follow with peers. Use the same control markers as used for the string course.</p> <p>Fourth, have peers develop their own string or white course.</p>

**PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

**3. Grades 6–8**

<b>Learning Priority</b>		
<b>Applies cognitive understanding to improve motor skill development and performance.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.</b>	2:3:A1 Selects appropriate practice procedures to learn and master skills and movement patterns.	
	2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.), and how they improve fitness and performance.	
	2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.	
	2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).	
	2:3:A5 Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.	
	2:3:A6 Explains force application and how it affects flight path of object.	
	2:3:A7 Devises and performs a skill after explaining the significance of a biomechanical principle that enhances performance.	
<b>B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.</b>	2:3:B1 Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).	
	2:3:B2 Explains at least two game tactics involved in invasions sports (e.g., soccer, basketball, handball, etc.).	
	2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.	
	2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Describes body positions of skills and how they impact movement.	Vary prompting level and communication method.	<p>First, have students repeat cue words for the components of a skill (e.g., make a T, make an L, step, throw).</p> <p>Second, use reflective questioning to have students correct movement. (E.g., Since the ball did not reach the target, what do you need to do differently with your body?)</p> <p>Third, have students provide skill feedback to peers based on a checklist, video clips, or memory.</p>
Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.), and how they improve fitness and performance.	Vary the type of reflective questioning used.	<p>First, teach the concept that to improve in fitness we must work at it over time.</p> <p>Second, develop key words for each principle (overload = do more; specificity = do the skill you want to get better at; regularity = do it again and again).</p> <p>Third, use the key words with students while they are applying the concept in an activity.</p> <p>Fourth, ask students to share which concept they are addressing, using the key words, while they are performing the skill.</p>
Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning.	Vary types of prompting used for positioning.	<p>For basketball, first set colored polydots where students should go for defensive positioning. Call out the color to them when it is time for them to play defense.</p> <p>Second, tape a square area for students to go for offensive positioning. Call out "find your square" when transitioning to offense.</p> <p>Third, reduce the verbal cues given for positioning. Then remove the dots and tape.</p>

**Standard 3: Participates regularly in physical activity.**

**3. Grades 6–8**

<b>Learning Priority</b> <b>Develops and implements an individual physical activity plan.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Plans for physical activity based on personal goals and interests.</b>	3:3:A1 Completes a survey to determine personal interests and increases awareness of broad range of opportunities existing within the community (e.g., Fit for Life).	
	3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.	
	3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.	
<b>B. Participates regularly in moderate to vigorous physical activity in and out of school.</b>	3:3:B1 Maintains a pedometer log for a minimum of two weekdays and one weekend day.	
	3:3:B2 Maintains a physical activity log documenting progress toward attaining their personal goals.	
	3:3:B3 Documents practice time as specified by their physical education teacher.	
	3:3:B4 Regulates physical activity behavior by using appropriate practice procedures and training principles.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
<p>Sets realistic activity goals of his or her choosing based on interest, community based opportunities, and fitness assessment results.</p>	<p>Vary activities, assessment methods, and environment.</p>	<p>First, assess students using an evidence-based fitness test (e.g., Brockport Test of Physical Fitness and FitnessGram).</p> <p>Second, survey students on community-based interests using a leisure interest survey.</p> <p>Third, assist students in developing goals for participation in the chosen activities.</p> <p>Fourth, once the goals are met have students develop new goals independently.</p>
<p>Maintains a physical activity log documenting progress toward personal goals.</p>	<p>Vary log record keeping prompts and method of recording physical activity.</p>	<p>First, establish a baseline to develop appropriate goals (e.g., average number of steps per class; average number of minutes in the Healthy Fitness Zone per class).</p> <p>Second, develop a chart kept in the gym where students can give themselves a check mark or sticker if they meet the goal established.</p> <p>Third, reduce prompting for recording for students to document independently and outside of class.</p>

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

**3. Grades 6–8**

<b>Learning Priority</b>		
<b>Acquires and applies knowledge of the fitness components for overall fitness.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Acquires and applies fitness knowledge.</b>	<p>4:3:A1 Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.</p> <p>4:3:A2 Explains the FITT guidelines as they apply to a training program (frequency, intensity, time, and type of exercise).</p> <p>4:3:A3 Defines health-related fitness terminology (physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, and flexibility).</p> <p>4:3:A4 Performs an evidence-based fitness test with correct form and/or technique.</p> <p>4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.</p> <p>4:3:A6 Develops, with teacher assistance, an individual plan for improving fitness levels.</p> <p>4:3:A7 States the differences between moderate and vigorous physical activity as it relates to perceived exertion.</p> <p>4:3:A8 Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).</p> <p>4:3:A9 Demonstrates knowledge of all major muscle groups.</p>	
<b>B. Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility.</b>	<p>4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.</p> <p>4:3:B2 Documents individual physical activity in relation to all the health-related components of fitness (e.g., Fitness Activity Pyramid).</p> <p>4:3:B3 Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity.</p> <p>4:3:B4 Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.</p> <p>4:3:B5 Completes a total body resistance training workout with safe lifting procedures (large muscles first, proper form and balance, correct amount of resistance, rest day, etc.).</p> <p>4:3:B6 Completes a total body stretching routine with safe stretching techniques.</p>	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
<p>Performs physical fitness test, formulates meaningful personal fitness goals, and develops a plan for meeting fitness goals.</p>	<p>Individualized assessment, vary assistance in goal creation and fitness plan.</p>	<p>First, assess using an evidence-based fitness test (e.g., FitnessGram or Brockport Test of Physical Fitness).</p> <p>Second, assist students in creating goals to reach their Healthy Fitness Zone in all appropriate components.</p> <p>Third, develop a fitness plan with a progress chart. Use pictures of skills to be completed, if needed.</p> <p>Fourth, reduce level of prompting for documenting progress on the chart.</p>
<p>Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise).</p>	<p>Vary prompting, environment, and record keeping methods.</p>	<p>First, develop key words for each guideline (e.g., frequency = how often; intensity = how hard; time = how long; type = what kind).</p> <p>Second, use the key words with students when assigning daily exercises.</p> <p>Third, use reflective questioning to have students tell you about the guidelines they are meeting in a lesson.</p> <p>Fourth, use a picture chart of activities or weight machines, and have students place pictures of appropriate FITT guidelines beneath each.</p>
<p>Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.</p>	<p>Vary prompts, equipment, and environment.</p>	<p>First, establish students' interests for activities outside of school.</p> <p>Second, develop a log book or physical activity pyramid for students to document activities. Have caregivers and teachers sign off on work.</p> <p>Third, provide external rewards (e.g., choice day, no dress out coupon, stickers) for a specified number of days active.</p> <p>Fourth, reduce the external rewards and reinforce how the activities make students feel.</p>

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

**3. Grades 6–8**

<b>Learning Priority</b>		
<b>Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Develops personal responsibility.</b>	5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.	
	5:3:A2 Identifies the importance of following class and procedures.	
	5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (e.g., allergies, asthma, etc.).	
	5:3:A4 Follows and listens to all directions and asks for help when needed.	
	5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.	
	5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).	
	5:3:A7 Identifies and practices ethical behavior.	
<b>B. Develops social responsibility.</b>	5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.	
	5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.	
	5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).	
	5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).	
	5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity, etc.) in adventure and team building activities.	
	5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
<p>Uses time wisely and follows classroom procedures when given the opportunity to work on skill or fitness development without close teacher monitoring.</p>	<p>Vary tangible rewards, prompting.</p>	<p>First, create immediate extrinsic rewards system offering tangibles (e.g., choice day, no dress out coupon, stickers) for time spent on task while providing appropriate levels of prompting.</p> <p>Second, lengthen the time needed to be on task and following classroom procedures while adjusting reward system to daily and reducing amount of prompting.</p> <p>Third, adjust rewards program to a weekly points system in which students must follow classroom procedures and remain on task for given time for entire week to receive tangible, while limiting prompting to a minimum.</p> <p>Fourth, adjust rewards for students' choice of activity for following classroom procedures and staying on task for a week without prompting.</p>
<p>Demonstrates positive social interaction while in a physical activity setting.</p>	<p>Vary interactions and incorporate rewards system.</p>	<p>First, promote student social interaction by talking with the class about diversity and specific strategies to help others in class.</p> <p>Second, promote student social interaction through peer activities, identifying skills for positive interaction (e.g., eye contact, encouragement).</p> <p>Third, adjust social setting to include small group activities.</p> <p>Fourth, include students in larger group social activity setting.</p> <p>(Varying levels of reward system may be incorporated throughout progression to increase success rate.)</p>

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**3. Grades 6–8**

<b>Learning Priority</b>		
<b>Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Values the benefits of physical activity physically, mentally, emotionally, and socially.</b>	<p>6:3:A1 Recognizes that regular physical activity improves the student’s fitness level in both skill-related and health-related fitness components.</p> <p>6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.</p> <p>6:3:A3 Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.</p> <p>6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.</p> <p>6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently.</p> <p>6:3:A6 Seeks personally-challenging experiences in physical activity settings.</p> <p>6:3:A7 Appreciates the aesthetic and creative aspects of skilled performance.</p> <p>6:3:A8 Describes the ways to use body and movement to communicate ideas and feelings in creative dance.</p> <p>6:3:A9 Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).</p> <p>6:3:A10 Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.</p> <p>6:3:A11 Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.</p>	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Recognizes the value of physical activity to reduce stress and improve mood.	Vary self assessments, level of assistance.	<p>First, have students pick “thumbs up,” “thumbs middle,” or “thumbs down,” relative to how they felt before and following an activity.</p> <p>Second, have students rate their mood after activity on a one to five scale.</p> <p>Third, have students take pictures of each other’s faces during and after an activity.</p> <p>Fourth, have students create a journal using class photographs and explaining how each activity made them feel.</p>
Seeks personally-challenging activities.	Create an awareness of individual difficulty level.	<p>First, help students develop an awareness of difficulty of activities by utilizing a rating sheet, circling one to five after each activity.</p> <p>Second, have students develop a personally-challenging activity plan with a list of activities they want to participate in for one month.</p> <p>Third, ensure students are selecting activities that fall between three to five on their rating sheet.</p> <p>Fourth, have students self-select activities for the next month, with reduced guiding towards activities falling between three to five.</p>

**PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**4. Grades 9–12**

<b>Learning Priority</b>		
<b>Demonstrates increasingly mature forms as they relate to complex motor skills.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Demonstrates skill development.</b>	1:4:A1 Demonstrates proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf.	
	1:4:A2 Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes.	
	1:4:A3 Demonstrates mature form while striking objects in a variety of racquet sports.	
	1:4:A4 Operates a bike, kayak, or canoe safely and skillfully in a natural environment.	
	1:4:A5 Demonstrates proficiency in two movement forms in individual and lifetime activities.	
	1:4:A6 Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.	
	1:4:A7 Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills.	
	1:4:A8 Acquires skills to participate in a lifetime activity outside of school.	
	1:4:A9 Demonstrates proficient skills to participate in advanced play of some activities.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Demonstrates balance and body control.	Vary the level of defense, speed, and size of ball.	First, use a Velcro™ mitt and ball to assist with ball control at faster speeds. Second, have students manipulate the ball around stationary objects at slower speeds. Third, gradually increase the size of the ball, the speed, and the level of challenge as mastery evolves.
Modifies team sports.	Vary the movement on the field and level the game is played on.	For volleyball: First play sit volleyball with a balloon or beach ball. Second, play 2 vs. 2 volleyball with a lower net, smaller court, and volleyball trainer. Third, play volleyball with self-space boxes taped on the floor.

**PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**4. Grades 9–12**

<b>Learning Priority</b> <b>Demonstrates increasingly complex physical skills to impact success in various physical activities.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>B. Demonstrates advanced skill application.</b>	4:1:B1 Passes and catches a variety of objects with a partner while stationary and moving. 4:1:B2 Executes a variety of shots while participating in racquet sports. 4:1:B3 Manipulates a ball at moderate to fast speeds, while maintaining control of the ball in drills and game play. 4:1:B4 Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports. 4:1:B5 Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities. 4:1:B6 Supports teammates by movement and spacing in invasion, net, and field games. 4:1:B7 Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Passing and catching.	Vary the distance and form used.	<p>First, use a catapult for passing or a balloon beach ball for catching.</p> <p>Second, have a partner move back and forth using a cadence (one, two, three, throw). Have students throw and catch on the "throw."</p> <p>Third, repeat the same procedure but with the partner moving closer and farther away.</p> <p>Fourth, alter the speed and length of the cadence, direction of travel, and size of ball.</p>
Uses a variety of shots in racquet sports.	Vary the type of ball/shuttlecock used and speed and direction of travel.	<p>Overhead shots: strike an object suspended from a hoop or standard, then dropped from a height, then tossed high.</p> <p>Forehand and backhand: strike an object suspended at eye level, then travelling on an even plane, then tossed from varied distances.</p> <p>Lob: strike a suspended object up, then a balloon, then objects dropped and tossed from varied distances.</p>
Finds open space in games.	Vary the level of assistance and cues used.	<p>First, teach the cue word "open" to mean no one else is there.</p> <p>Second, assign peers to serve as shadows who will say the word "open" and point to space to run to.</p> <p>Third, when in small-sided game play, periodically freeze play and ask students to point out the open space.</p> <p>Fourth, provide positive feedback when students seek open space.</p>

**PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

**4. Grades 9–12**

<b>Learning Priority</b> <b>Demonstrates cognitive understanding to develop personal activity plans.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Demonstrates cognitive understanding.</b>	2:4:A1 Develops an appropriate conditioning program for a sport or lifetime fitness activity.	
	2:4:A2 Plans a summer or afterschool personal conditioning program.	
	2:4:A3 Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.	
	2:4:A4 Identifies the differences and benefits of both functional fitness training and traditional weight training.	

<b>Learning Priority</b> <b>Demonstrates the scientific principles as they relate to various physical activities.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>B. Applies and analyzes scientific principles of physical activity.</b>	2:4:B1 Identifies biomechanical principles related to striking, throwing, catching, and kicking skills.	
	2:4:B2 Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.	
	2:4:B3 Recognizes advanced skill performance in others.	
	2:4:B4 Describes the impact of new skills and tactics.	
	2:4:B5 Explains appropriate tactical decisions in a competitive activity.	
	2:4:B6 Self-assesses performance and makes appropriate corrections.	
	2:4:B7 Applies preexisting skills and knowledge to the acquisition of new skills.	
	2:4:B8 Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy).	
	2:4:B9 Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Self-assess performance.	Vary the length of time or intensity of exercise.	<p>First, provide students with verbal cues for the components of a skill and have them say them out loud when completing the skill.</p> <p>Second, video tape students or use a peer checklist of skills and have the students identify which parts of the skill are present or missing.</p> <p>Third, use the same strategy but with application of the skill into game play.</p>
Identifies muscle groups and relates them to exercises.	Vary the level of prompting.	<p>First, include pictures and names of the muscles being addressed on weight machines.</p> <p>Second, use reflective questioning to have students report what muscles they are using when completing machines or exercises. Have a picture choice card available for pointing, if necessary.</p> <p>Third, gradually remove the names and pictures and continue to use reflective questioning.</p> <p>Fourth, ask students to complete an exercise or go to a machine which would address a given muscle.</p>
Plans a summer or afterschool conditioning program.	Vary the level of assistance and prompting for plan development.	<p>First, develop a chart in words or pictures of preferred conditioning exercises. Ensure the exercises require minimal equipment and can be completed at home.</p> <p>Second, specify the minimum number of exercises to be included in a program.</p> <p>Third, have students develop a program, a method of recording progress, and implement the program with assistance at school.</p> <p>Fourth, have students record progress during the summer months.</p>

**PK-12 Standard 3: Participates regularly in physical activity.**

**4. Grades 9–12**

<b>Learning Priority</b>		
<b>Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Chooses to be physically active.</b>	3:4:A1 Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.	
	3:4:A2 Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.	
	3:4:A3 Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.	
	3:4:A4 Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs, Tri-Fit, etc.	
	3:4:A5 Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.	
<b>B. Sets goals for a physically active lifestyle.</b>	3:4:B1 Establishes goals by identifying strengths and weaknesses using personal fitness assessments.	
	3:4:B2 Compares health and fitness benefits derived from various physical activities.	
	3:4:B3 Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.	
	3:4:B4 Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Sets goals for physically active lifestyle.	Vary assessment methods and levels of support.	<p>First assess students using an evidence-based fitness test (e.g., the Brockport Test of Physical Fitness or the FitnessGram) and a leisure interest survey.</p> <p>Second, help students choose goal areas based on those not falling within the Healthy Fitness Zone and areas of primary interest.</p> <p>Third, establish a baseline of participation in activities identified on the survey.</p> <p>Fourth, have students write goals for fitness and leisure participation within the school setting and help them track progress through a check sheet, log, or sticker chart.</p> <p>Fifth, repeat the process for outside of school activities, reducing prompting and involving students' family members.</p>
Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.	Vary log record keeping prompts and method of recording physical activity.	<p>First, establish a baseline of current minutes of activity.</p> <p>Second, set incremental goals for minutes and develop a calendar chart with daily minutes to be checked off when completed.</p> <p>Third, establish external rewards (choice day, break time, and activity coupons, stickers, sports drinks) for the students if goal minutes are met a minimum number of days per week.</p> <p>Fourth, have students note how they felt when they did and did not meet their goals—one to two words or pictures on their calendar.</p> <p>Fifth, gradually reduce the external rewards while reinforcing the way meeting their goals makes them feel.</p>

**PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

**4. Grades 9–12**

<b>Learning Priority</b>		
<b>Practices healthy behaviors that maintain or impact physical fitness.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am doing this?</b>
<b>A. Assesses and manages personal health behaviors.</b>	4:4:A1 Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.	
	4:4:A2 Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.	
	4:4:A3 Achieves personal fitness goals after a period of training.	
	4:4:A4 Demonstrates the ability to monitor and adjust a personal fitness program to meet needs and goals.	
	4:4:A5 Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).	
	4:4:A6 Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test.	
	4:4:A7 Identifies a variety of activities and how often they should be done to improve all health-related fitness components.	
	4:4:A8 Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group.	
	4:4:A9 Participates in fitness activities based on resources available in the local community.	
	4:4:A10 Self-assesses heart rate before, during, and after various physical activities.	
	4:4:A11 Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Applies the principles of exercise (FITT guidelines).	Vary prompting, environment, and record keeping methods.	<p>First, develop key words for each guideline (e.g., frequency = how often; intensity = how hard; time = how long; type = what kind).</p> <p>Second, use the key words with students when assigning daily exercises.</p> <p>Third, use reflective questioning to have students tell you about the guidelines they are meeting in a lesson.</p> <p>Fourth, use a picture chart and have students place pictures of numbers, activities, repetitions, and time under the correct guideline.</p> <p>Fifth, give students a fitness program with pictures or words of the exercises and the letters F.I.T.T. Have students write down the Frequency, Intensity, Time, and Type of each exercise.</p>
Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test (e.g., FitnessGram).	Utilize Healthy Fitness Zones established for diverse populations.	<p>First, select modified evidence-based fitness test (e.g., FitnessGram test items or the Brockport Test of Physical Fitness).</p> <p>Second, set appropriate goals based on recommended results for each test.</p> <p>Third, set incremental steps appropriate for the student to work towards their goals and establish a progress chart for them to document progress.</p>

**PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

**4. Grades 9–12**

<b>Learning Priority</b> <b>Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Contributes to establishing a positive physical activity learning environment.</b>	5:4:A1 Solves conflicts agreeable to both parties. 5:4:A2 Adjusts participation level and personal behavior to make activities inclusive for everyone. 5:4:A3 Works with peers willingly, regardless of skill level and individual differences in partner and small group situations. 5:4:A4 Demonstrates responsible decisions about using time, applying rules, and following through with decisions made. 5:4:A5 Demonstrates consistent decisions to ensure the safety of self and others. 5:4:A6 Exhibits respectful and mature behavior to contribute to a positive learning environment. 5:4:A7 Identifies positive and negative peer influences.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Adjusts participation level and behavior to ensure inclusivity.	Increase knowledge of inclusivity and vary prompting for modifications.	<p>First, assist the class in identifying the diverse needs in the class.</p> <p>Second, have a “modifications day” where students are introduced to ways to modify activities and games.</p> <p>Third, stop an activity when it is evident a modification is needed and ask the class for ideas.</p> <p>Fourth, encourage the class to make modifications when needed and verbally recognize those choosing to do so.</p>
Works with others willingly.	Establish clear expectations and vary reinforcement.	<p>First, develop class cooperation guidelines and establish teamwork reinforcers (choice day, activity, break time coupons, and tangible rewards).</p> <p>Second, consistently use reinforcers when cooperation is observed and use individual, private feedback when it is not.</p> <p>Third, gradually reduce the tangible reinforcers and maintain encouragement.</p>

**PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**4. Grades 9–12**

<b>Learning Priority</b>		
<b>Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Values physical activity as part of a healthy lifestyle.</b>	6:4:A1 Participates in activity outside of school for self-enjoyment. 6:4:A2 Identifies reasons to participate in physical activity in the local community. 6:4:A3 Displays a willingness to experiment with new activities and sports of our and other cultures. 6:4:A4 Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity. 6:4:A5 Describes the correlation that being physically active leads to a higher quality of life.	
<b>B. Incorporates opportunities for self-expression and social interaction.</b>	6:4:B1 Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting. 6:4:B2 Recognizes the value of all individuals involved in the activity. 6:4:B3 Describes the positive feelings that result from physical activity participation alone and with others. 6:4:B4 Participates as a volunteer in promoting physical activity within the school setting and also in the community.	

<b>Strategies for Varied Level Learners</b>		
<b>Skill</b>	<b>Individualization Method</b>	<b>Progression</b>
Identifies positive feelings that are associated with physical activity.	Vary activity intensity, and discuss all feelings associated with exercise, by providing explanation of benefits.	<p>First, use quick assessments with the class at the end of each activity to help them reflect on their feelings (thumbs up, in the middle or down; show me one through five fingers how much you liked this activity; circle a picture of how you feel about this activity).</p> <p>Second, use the same methods to help students report how their body and mind feels after an activity. (E.g., Did this make you feel strong? Thumbs up, middle, or down.)</p> <p>Third, use journals, pictures, or digital movies for students to report how physical activity makes them feel.</p>
Participates as a volunteer to promote physical activity.	Incorporate curricular and extracurricular programming to promote volunteerism.	<p>Options could be extra-credit, independent study, class requirements, or as an elective. Ideas include:</p> <ul style="list-style-type: none"> <li>Older student as a mentor</li> <li>Student as teacher assistant</li> <li>Fitness Friend Award</li> <li>Friends of Fitness Class</li> <li>Always Active Project</li> <li>Stay Strong Project</li> <li>Promotion of a school Fun Run</li> <li>Volunteer for Special Olympics</li> </ul> <p>Students with and without disabilities who have graduated can be invited to serve as volunteers within the physical education environment to help promote lifetime physical activity.</p>