NINTH - TWELFTH GRADE

PHYSICAL EDUCATION STANDARDS GUIDANCE

WI Physical Education Standards

Physical Education - Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Learning Priority	HS Level 1	HS Level 2	HS Level 3
Dance and Rhythms	PE.S1.H1.L1 Compare and contrast different forms of dance or rhythms and how they relate to maintaining a healthenhancing level of fitness.	PE.S1.H1.L2 Demonstrate competency in dance forms used in cultural and social occasions or demonstrate competency in one form of dance or rhythm.	PE.S1.H1.L3 Choose one dance or rhythm form (e.g., folk, cultural, social, creative, line, or world dance) or a rhythmicbased fitness activity and choreograph or present a routine.
Invasion Games: Throwing	PE.S1.H2.L1 Demonstrate proficiency in activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H2.L2 Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H2.L3 Apply activity-specific throwing skills in two or more small-sided invasion and fielding games, including those from other cultures.
Invasion Games: Catching	PE.S1.H3.L1 Demonstrate proficiency in activity-specific catching skills in two or more small-sided invasion games, including those from other cultures.	PE.S1.H3.L2 Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H3.L3 Apply activity-specific catching skills in two or more small-sided invasion and fielding games, including those from other cultures.
Invasion Games: Passing and Receiving	PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures.	PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures.	PE.S1.H4.L3 Create and implement a practice plan designed to develop and refine competency in passing and receiving skills, creating and reducing space, and defensive and offensive skills in two or more small-sided invasion games, including those from other cultures.
Net and Wall Games	PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills in two or more net and wall games, including those from other cultures.	PE.S1.H5.L2 Refine and apply self-identified activity-specific movement skills in one or more net and wall games, including those from other cultures.	PE.S1.H5.L3 Create and implement a practice plan designed to develop and refine competency in serving, stroke technique, volleying, and striking in two or more net and wall games, including those from other cultures.
Target Games: Throwing	PE.S1.H6.L1 Demonstrate a mature throwing pattern in two or more target games, including those from other cultures.	PE.S1.H6.L2 Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures.	PE.S1.H6.L3 Create and implement a practice plan designed to develop or refine mature throwing pattern in two or more target games, including those from other cultures.
Target Games: Striking	PE.S1.H7.L1 Use long- or short-handled implement with mature form to strike object in one or more target games, including those from other cultures.	PE.S1.H7.L2 Demonstrate competency in striking objects using long-handled implement to strike object in two or more target games, including those from other cultures.	PE.S1.H7.L3 Create and implement a practice plan designed to develop or refine mature striking pattern in two or more target games, including those from other cultures.
Fielding and Striking Games	PE.S1.H8.L1 Demonstrate competency in movement patterns to connect with the object.	PE.S1.H8.L2 Identify how to self-correct and reflect on movement in relation to the object.	PE.S1.H8.L3 Make contact and connect with the object to create a play.
Outdoor Pursuits and Adventure Activities	PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities.	PE.S1.H9.L2 Demonstrate competency in activityspecific movement and technical skills in one or more selected outdoor activities.	PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities.
Aquatics	Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum. Please reference the America Red Cross "Learn to Swim and Achieve" as well as the Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
Aquatics: Swim Skills	PE.S1.H10.L1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.H10.L2 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.H10.L3 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.

Physical Education - Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement

Learning Priority	HS Level 1	HS Level 2	HS Level 3
Movement Concepts, Principles, and Knowledge	PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill.	PE.S2.H1.L2 Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills.	PE.S2.H1.L3 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.
	PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net and wall games, target games, aquatics, and outdoor pursuits appropriately.	PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net and wall games, target games, aquatics, and outdoor pursuits appropriately.	PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net and wall games, target games, aquatics, and outdoor pursuits appropriately.
	PE.S2.H3.L1 Identify examples of historical and cultural roles within physical activity and dance forms.	PE.S2.H3.L2 Compare similarities and differences of historical and cultural roles within physical activity and dance forms.	PE.S2.H3.L3 Analyze historical and cultural roles within physical activity and dance forms.
	PE.S2.H4.L1 Use defensive and offensive strategies and tactics effectively in various activities.	PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in various activities.	PE.S2.H4.L3 Modify defensive and offensive strategies and tactics in various activities based on analysis of the game.
	PE.S2.H5.L1 Identify the stages of learning motor skills for a variety of skills in a variety of different activities, including those from other cultures.	PE.S2.H5.L2 Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill refinement.	PE.S2.H5.L3 Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill.
	PE.S2.H6.L1 Identify the stages of learning for one or more swim strokes using BLABT (Body position first, then Legs, then Arms, then Breathing, last Timing).	PE.S2.H6.L2 Analyze the stages of learning for two or more strokes using BLABT.	PE.S2.H6.L3 Use BLABT to analyze and improve the performance of self and others in one or more specialized strokes.
Net and Wall Games: Creating Space (through variation)	PE.S2.H7.L1 Use strategies and tactics (e.g., spacing and positioning) during game play in net and wall and target games, including those from other cultures with long- or short-handled Implement.	PE.S2.H7.L2 Apply strategies and tactics when analyzing errors in game play in net and wall and target games, including those from other cultures.	PE.S2.H7.L3 Implement strategies and tactics when analyzing errors in game play in net and wall or target games, including those from other cultures.
Net and Wall Games: Use of Tactics and Shots	PE.S2.H8.L1 Use strategies and tactics to select appropriate offensive shots during net and wall games, including those from other cultures.	PE.S2.H8.L2 Analyze shot selection based on opponents positioning in net and wall games, including those from other cultures.	PE.S2.H8.L3 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games, including those from other cultures.
Target Games: Shot Selection	PE.S2.H9.L1 Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities.	PE.S2.H9.L2 Assess implementation of strategies and tactics in a variety of target activities using speed, force, and trajectory.	PE.S2.H9.L3 Assess effectiveness and modify strategy and tactics of shot placement in various target activities.
Fielding and Striking Games: Offensive and Defensive Strategies	PE.S2.H10.L1 Use offensive and defensive strategies in various situations in fielding and striking games, including those from other cultures.	PE.S2.H10.L2 Apply offensive and defensive strategies when selecting appropriate shots in fielding and striking games, including those from other cultures.	PE.S2.H10.L3 Reflect, analyze, and apply offensive and defensive strategies in a variety of fielding and striking games, including those from other cultures.
Fielding and Striking Games: Reducing Space	PE.S2.H11.L1 Discuss with classmates on how to find open spaces to maximize coverage on defense.	PE.S2.H11.L2 Review, discuss, and communicate strategies and tactics with classmates to find open spaces to maximize coverage on defense.	PE.S2.H11.L3 Model strategies on how to maximize coverage on defense.
Aquatics	Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum. Please reference the American Red Cross "Learn to Swim and Achieve" and Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
Aquatics: Safety	PE.S2.H12.L1 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.H12.L2 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.H12.L3 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.

Physical Education - Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Learning Priority	HS Level 1	HS Level 2	HS Level 3
Physical Activity Knowledge	PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity.	PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.
	PE.S3.H2.L1 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	PE.S3.H2.L2 Analyze and apply technology and social media as tools for supporting a healthy, active lifestyle.	PE.S3.H2.L3 Design a strategy using technology or social media to assist others in supporting a healthy, active lifestyle.
	PE.S3.H3.L1 Identify issues associated with exercising in heat, humidity, and cold.	PE.S3.H3.L2 Apply prevention tactics to avoid issues with heat- and cold-related illness as they relate to exercise.	PE.S3.H3.L3 Explain treatment of heat- and cold-related illnesses as they relate to physical activity.
Physical Activity Planning	PE.S3.H4.L1 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.	PE.S3.H4.L2 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity beyond high school (in college or career settings).	PE.S3.H4.L3 Create a plan for physical activity participation based on personal life choices, economics, motivation, and accessibility in a college or career setting.
	PE.S3.H5.L1 Explore local community for physical activity opportunities.	PE.S3.H5.L2 Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.	PE.S3.H5.L3 Create a plan for activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.
	PE.S3.H6.L1 Demonstrate appropriate technique of functional fitness, using body weight exercises, resistance-training, and free weights.	PE.S3.H6.L2 Compare and contrast advantages and disadvantages of functional fitness, using body weight exercises, resistance-training, and free weights.	PE.S3.H6.L3 Design and implement a strength and conditioning program that develops balance between opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
Fitness Knowledge	PE.S3.H7.L1 Relate physiological responses to individual levels of fitness and nutritional balance.	PE.S3.H7.L2 Identify the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).	PE.S3.H7.L3 Analyze the impact of the principle of adaptation and its relation to exercise.

	PE.S3.H8.L1 Identify the structure of skeletal muscles and fiber types as they relate to muscle development.	PE.S3.H8.L2 Analyze types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	PE.S3.H8.L3 Design a fitness workout focusing on strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for a specific area of personal fitness development (e.g., strength, endurance, range of motion).
Fitness Knowledge: Cardiorespiratory	PE.S3.H9.L1 Calculates heart rate training zones using different heart rate formulas (220-age, Karvonen, and other evidence-based formulas), and uses zones to explore how various physical activities impact heart rate.	PE.S3.H9.L2 Uses personalized target heart rate zones to create and implement a plan to meet target heart rate goals using various physical activities.	PE.S3.H9.L3 Apply fitness principles (SPORT, FITT, HIIT, and SAID) and personalized heart rate zones to evaluate and critique progress towards physical activity goals encompassing multiple components of fitness.
Assessment and Program Planning	PE.S3.H10.L1 Analyze current personal and social well-being to create a plan to enhance or maintain at least two healthenhancing concepts.	PE.S3.H10.L2 Refine and apply a personal and social well-being plan to enhance or maintain at least three healthenhancing concepts.	PE.S3.H10.L3 Develop and maintain a comprehensive wellness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement, journaling).
	PE.S3.H11.L1 Identify the components of skillrelated fitness and health-related fitness in relation to life and career goals.	PE.S3.H11.L2 Analyze the components of skillrelated fitness and health-related fitness in relation to life and career goals, and employ fitness principles (SPORT, FITT, HIIT, and SAID) to design an appropriate fitness program for those goals.	PE.S3.H11.L3 Apply fitness principles (SPORT, FIT, HIIT, and SAID) in designing a fitness program, including all components of skill-related fitness and healthrelated fitness, for a college student or an employee in the learner's chosen field of work.
Nutrition	PE.S3.H12.L1 Explore nutritional program options available to consumers and compare and contrast the impact the choice may have on oneself.	PE.S3.H12.L2 Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	PE.S3.H12.L3 Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.
Stress Management	PE.S3.H13.L1 Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	PE.S3.H13.L2 Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	PE.S3.H13.L3 Lead a small group through a stressmanagement activity (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
Knowledge Application	PE.S3.H14.L1 Log weekly participation in a selfselected lifetime activity, dance, or fitness activity outside of the school day.	PE.S3.H14.L2 Create a plan for, train for, and participate in a community or school event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).	PE.S3.H14.L3 Assist in the planning or implementation of a school or class event with a focus on physical activity.

Physical Education - Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Learning Priority	HS Level 1	HS Level 2	HS Level 3
Safety	PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities.	PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions, or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)
Social Awareness: Procedures and Protocols	PE.S4.H2.L1 Exhibit procedures, protocols, and respect for others, and teamwork while engaging in physical activity.	PE.S4.H2.L2 Reflect on the use of procedures, protocols, and respect, and the impact on self, peers, and physical activity engagement. (WSELC 21)	PE.S4.H2.L3 Examine moral and ethical conduct as it relates to physical activity engagement and how it impacts and influences self, others, and community.
Social Awareness	PE.S4.H3.L1 Identify when others are being discriminated against and evaluate personal bias based on perceived differences. (WSEL 14)	PE.S4.H3.L2 Create and implement strategies to oppose perceived differences.	PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences.
Selfmanagement: Goal Setting	PE.S4.H4.L1 Create short- and long-term health enhancing S.M.A.R.T. goals and create a plan to reach those goals.	PE.S4.H4.L2 Reflect on the progress being made toward S.M.A.R.T. goals in order to adjust the steps and time frame to reach those goals. (WSELC 10)	PE.S4.H4.L3 Assess and analyze the progress toward S.M.A.R.T. goals and adjust the plan or create new S.M.A.R.T. goals.
Relationship Skills: Feedback	PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teachergenerated criteria.	PE.S4.H5.L2 Analyze and evaluate feedback provided by a peer to adapt and improve performance.	PE.S4.H5.L3 Implement an evaluation cycle (perform, reflect, implement correct feedback, and perform again).
Relationship Skills: Conflict Resolution	PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes.	PE.S4.H6.L2 Analyze personal role in a conflict to resolve differences and promote positive outcomes in the future.	PE.S4.H6.L3 Apply strategies to consistently resolve conflicts in a variety of settings (e.g., school, work, community, and personal relationships). (WSELC 19)
Decision-making	PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.	PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision making.	PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)

Physical Education - Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction

Learning Priority	HS Level 1	HS Level 2	HS Level 3
Health and Wellbeing	PE.S5.H1.L1 Identify positive mental, social, and emotional aspects of participating in a variety of physical activities.	PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being.
Self-awareness and Selfmanagement: Challenge and Growth Mindset	PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11)	PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers. (WSELC 11)	PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11)
Self-expression and Enjoyment	PE.S5.H3.L1 Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment.	PE.S5.H3.L2 Select and participate in physical activities and dance according to the current needs of the individual (e.g., energizing, relaxing, calming, individual, and group).	PE.S5.H3.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment.
	PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual selfexpression in a variety of environments and seasons (e.g., indoor or outdoor; water, snow or ice).	PE.S5.H4.L2 Select and participate in enjoyable activities that promote individual selfexpression in a variety of environments and seasons (e.g., indoor or outdoor; water, snow, or ice).	PE.S5.H4.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (e.g., indoor or outdoor; water, snow, or ice).
Social Interaction	PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in various physical activities.	PE.S5.H5.L2 Apply verbal, physical, and environmental cues to express emotions in a positive manner during various physical activities.	PE.S5.H5.L3 Model verbal, physical, and environmental cues to express emotions and help others in a positive manner during various physical activities.
	PE.S5.H6.L1 Identify community opportunities for social interaction and support in a variety of self-selected physical activities or dance.	PE.S5.H6.L2 Compare and contrast opportunities for social interaction and social support in a variety of self-selected physical activities or dance.	PE.S5.H6.L3 Evaluate community opportunities for social interaction and support in a variety of self-selected physical activities or dance.